

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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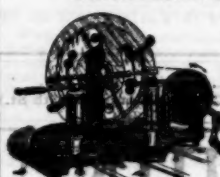
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CONTENTS.

EDITORIAL

"Liberty Enlightening the World"—Appreciating Women—Special Schools—Improving the Race—The Cost of Treason.....
Originality in the Pupil.....
The Fruit of Labor.....
One More Incident.....

EDITORIAL NOTES

EDUCATIONAL ARTICLES.

EDUCATIONAL ARTICLES

Industrial Education. By Supt. S. G. Love.
Advantages of the One-Class System. By N. A. Wilhelm.
The Value of Training Pupils to Question. By W. W. Spear.
The Pine Grove School. By Byron A. Brooks.
A Two-Room School-House (Illustrated).

THE SCHOOL-ROOM

Object Lesson for the Little Ones.....
Compound Proportion.....
Things to Tell the Pupils.....

GENERAL EXERCISES.

Authors' Days—William Cullen Bryant. Prepared by
Miss Josephine E. Hodgdon.....
Persons and Facts.....
The Things of To-Day.....

EDUCATIONAL NOTES

Brooklyn
New York City
Stern's School of Languages
Report of the Acting School Visitor of the Town of
Bristol, Conn.

LETTERS....

A Remarkable Teacher.....

BOOK DEPARTMENT

New Books.....
Literary Notes.....
Magazines.....
Books Received.....

OWING to the crowd of copy already in hand, we have been obliged to defer the commencement of the series of articles on "Mind Studies for Young Teachers" until next week.

The story by Mr. Brooks is good: do not fail to read each chapter. We want good brief lesson plans: will our readers send us what they have used with success? Next week the Thanksgiving Exercise.

TWO nations united yesterday to dedicate the greatest statue of modern times. "Liberty Enlightening the World" will stand for ages as a monument, commemorative of the greatest fact of modern times, the fact that educated citizens can govern themselves. A hundred years ago only a few believed the fact, but now it remains undisputed wherever the sun shines on Christian civilization.

Warder at ocean's gate,
Thy feet on sea and shore,
Like one the skies await
When time shall be no more.

What splendors crown thy brow?
What bright dread angel thou,
Dazzling the waves before
Thy station great?
O wonderful and bright,
Immortal Freedom, hail!
Front, in thy fiery might,
The midnight and the gale;
Undaunted on this base
Guard well thy dwelling-place:
Till the last sun grow pale
Let there be light!

—Edmund C. Stedman.

NOW since the Statue of Liberty is dedicated the world ought to be prepared to appreciate woman on a large scale. By this we do not mean that large women should claim more attention than small ones, but that woman should receive as much recognition for her work as man does. The foundation of this respect must come from women themselves.

There are some women who can certainly lay no claim to public, and but little to private recognition. They amount to nothing. Mere butterflies of fashion, they flit here and there, empty-headed and hollow-hearted, glorying only in "conquests," and worshipping nothing sincerely but the latest fashions. What they are good for has never yet been determined. They would scorn to teach, work they will not, and helpfulness is to them an unknown virtue. Such women are a disgrace to the sex they dishonor. But there are women who are women, daughters of Eve, with none of Eve's traditional weakness. They are mothers of men—men who hold motherhood in the highest esteem. These women honor the race.

The question whether such women as these should hold public offices is debated, because it is said that they should never mingle in the public work of man. Not so thought a young woman, a teacher in the New York city public schools, who was recently presented to the members of the Board of Education. She had a petition addressed to Mayor Grace requesting, that of the commissioners soon to be appointed by him two should be women. "In Boston, Philadelphia, and several other cities," she said, "women are members of the Board of Education, and experience has shown that they are well qualified for the duties." What she said is true. There is no man in this city who would dare to say that such women as Miss Grace H. Dodge and Dr. Mary Putnam Jacobi would not be valuable accessories to our public school system. Of the 3,500 teachers in the New York city public schools more than 3,000 are women, and it is but just and legal that they should be represented in the body making laws for their government. It is the opinion of United States District Attorney Walker, who was for many years president of the Board of Education that the "mayor has a perfect right to appoint whom he pleases, without regard to sex, race, or color."

THE Hartford Courant says,

The greatest charity that a pious Moslem can leave in his thirsty land is a drinking fountain; the greatest charity one can set up in this land is a free library or a special school.

We don't believe it. The greatest charity any one can set up is that which will give the ability to all of buying their own books, and give children the time they need for getting an education. Special schools are for "special classes." These are not needed. There is but a step from "special classes" to privileged classes. The state is bound by all moral, legal, political, and religious obligations to give the means of preparation for life to every child within her borders. A rich man should never be obliged through motives of benevolence to give his money to do what the state ought to do. Cooper Union is a confession of weakness. Its existence should never be demanded. Free eating houses and free lodging houses should never be called for. Men

and women should earn the bread they eat and the clothes they wear. But there is a vast difference between a free soup-stand and a free school-room—just as much difference as between duty and charity. Many people cannot see this difference, but it does exist and is both logical and necessary.

There is an irrepressible conflict between free schools and pay schools. This whole nation is committed to the policy of free schools; we might almost say that the very existence of this government is based upon this as on one of its corner stones. Every man is entitled to life, liberty, and the pursuit of happiness, and every child to food, clothing, and the means of preparation for life. Under the last head come free schools, and to maintain these all property should be taxed.

MEN and women are needed—not half-matured creatures, deformed bodily, weak mentally, and doubtful morally—but whole-souled, whole-bodied, and whole-minded men and women. The world is waiting for such persons. Why can we not have more of them?

Vegetables have been improved. Look at our apples, pears, peaches, potatoes, and tomatoes. They are as unlike as possible their little dwarfed ancestors of a few hundred years ago. Sir George Campbell, in his opening address before the anthropological section of the British Scientific Association, recommended the systematic and scientific *cultivation of man*. He said it could be called "homi-culture," in the same sense as we speak of "oyster-culture," "bee-culture," or "cattle-culture." Sir George is sorry that "when so much has been done to improve and develop dogs, cattle, oysters, cabbages, nothing whatever has been done for man, and he is left very much where he was when we have the first authentic records of him. Knowledge, education, arts, he has no doubt acquired; but there seems to be no reason to suppose that the individual man is physically or mentally a superior creature to what he was five thousand years ago."

There is no good reason why children of the present generation should not be better than any generation past, but Sir George is at fault when he assumes that the quality of man can be improved as we improve the quality of cabbages. In old Sparta a good fighting man was the highest type of excellence, but times now demand something better than bone, and fat, and muscle. Some seem to think that a man of two hundred is at least a fourth better than one of one hundred and fifty. African despots make their favorite wives drink milk until they have attained enormous size, but it is not true in civilization that a fat wife is better than a lean one, or a large man more intellectual, honest, kind, and faithful than a small one. Two of the greatest rascals this city ever produced weighed, each, over two hundred pounds.

IT costs this city about \$15,000 each year to hunt up truants and keep them in school, and it is now proposed to decrease this amount as a needless expenditure. It would be interesting to know just how much this department has saved this city, certainly a very large sum. A boy out of employment and on the streets of any village or city, is tolerably certain to be a candidate for admission into some reformatory or penal institution. If he doesn't become a professional criminal it will be almost a miracle. If our criminals could have had profitable occupation during their boyhood, ninety per cent. of them would have made honest citizens. The devil's school is filled with boys not restrained by home or school discipline. The teaching of the three R's is but a small part of what a good school teaches. One boy saved from a life of crime and made a producing business man is worth to the state *in cash value* a thousand times more than the state has expended for his education.

ORIGINALITY IN THE PUPIL.

It is probable that one of the strongest reasons for the progress of the kindergarten among the people is its encouragement of originality in the pupil. Every human being is created to grow in accordance with certain fixed laws, and the Creator intended this should be a form of beauty; mentally, morally, and spiritually. Towards this the human being naturally tends, and the efforts of parents and teachers should be to assist and encourage this natural unfolding of the germ implanted by the Creator.

All modes of teaching do not encourage this spontaneous unfolding of the human being. When a pupil does not explain an example in arithmetic, or demonstrate a theme in geometry in just the way the teacher asks for, and gets condemnation, low rating, and marking, it leads the pupil either to hate the school or to submit to the stultifying process. The last is the worst. While walking along the streets of Boston one day a sign caught my eye: "Molding Corsets." It led to much thought. Many a teacher proceeds to dwarf the minds of his pupils, believing he is doing God's service.

Pestalozzi directed the attention of his pupils to the wall before them; and it was a much disfigured wall we are told. "Tell me what you can on that wall?" And the pupils replied: "I see three holes in the wall." And so his lessons went on, the object being to cultivate observation and expression. The most that any teacher can do is place an object of thought before the pupil and direct the attention to it. The mind will operate on the mental content according to its own laws. To place the object before the pupil and to furnish him with the expression of the thought and require it to be according to a certain pattern or style will prevent education.

Originality does not propose an "odd" way of doing things as many think. There is resident in the mind a force of its own to express itself, and it is proposed to allow that to operate. We teach well when we aid the Creator in his plan for educating human beings.

THE FRUITS OF LABOR.

It is pleasant to live long enough to see the fruits of our labors, and still more pleasant to find those who are large hearted enough to acknowledge the good they have received from others. We were pleasantly reminded of this fact on reading a biographical sketch of Principal E. R. Eldridge, of the Eastern Iowa Normal School, of Columbus Junction, in the *Muscatine Journal*, in which a pleasant reference is made to the Normal Institute of Washington County, Iowa, initiatory institute of the state, which was conducted in 1870. Mr. Eldridge was then County Superintendent. This session "kindled a fire in the heart of the young thinker that soon, through the agency of the 'Normal Institute,' set Iowa all aglow." Mr. Eldridge is one of the most active and thorough educational men in the Hawkeye state, and he is certain in the future to receive that recognition that Iowa always gives her successful men.

There was plenty of hard work to do in Iowa between the years 1850 to 1870, and the young state was fortunate in having men and women within her borders who were willing to do it for small pay, and, at times, little thanks. We trust the time will never come when the names of Jonathan Piper, C. C. Nestlerode, D. Franklin Wells, and Professors Edson, Parvin, and Fellows will be forgotten. The foundations they laid will give stability to her educational systems for many years to come. There were many other workers during these two decades before the war, whose names we should be glad to place on this page, had we the space, but it is sufficient to say that when the attack on Sumter fired the heart of the north there were thousands of young men who were prepared, by the training they had received, to fight the battles of the land. They were not fool-hardy, callow striplings, but stalwart, cool-headed, steady-handed men, enured to privation, and educated well enough to thoroughly appreciate the nature of the conflict in which they had engaged. No state enlisted more young men, in proportion to her population, than Iowa, and no state suffered more severely. In the campus of Lenox College, which was under our care for nearly ten years before and after the war, there is a monument containing the names of over thirty of the students who fell on the battlefields, in the hospitals, and in prisons of the south.

Among the leading workers in Iowa who came to the front during and just after the war are such men as President Gilchrist, State Superintendent Ackers, Pro-

fessors Calvin and McBride, and President Eldridge—men whom any state might well be proud to honor. We never think of Iowa but with emotions of mingled pride and respect. Her record is a grand one. For years she has been free from debt, and political corruption, and just now she has taken a grand stand on the temperance question, for by an overwhelming majority she has legally, and let us hope forever, abolished the saloon within her borders. She has more available land than any commonwealth in the Union, and is more truly the keystone state than ever Pennsylvania can claim to be. These are not words of fulsome praise for journalistic effect, but the sincere conviction of one who spent the most precious years of his life within her borders.

The occasional injustice of such dismissals as we mention in another column, does not in the least shake our faith in the native and unbending integrity of a large majority of her citizens.

ONE MORE INCIDENT.

An eminent teacher, who has grown gray in the service, in a recent letter in which he speaks of unjust dismissals, says:

You are striking such heavy blows at this great evil that I want to encourage you to go on. If teaching is to be made honorable and attractive, there must be some reform in regard to the tenure of the teacher's office. It is not the personal interests of teachers that we are aiming to promote. It is the great cause of education and humanity. Could this land be filled with such teachers as you and I hold up to our mind as ideal teachers, how rapidly would our population rise in intelligence and virtue. To secure good teachers we must remove the obstacles that prevent the choice of this profession, and especially the causes that throw experienced teachers out of the profession. I say we seek the "general welfare" of the people in this movement.

We have mentioned several unjust charges, and one more has come to our notice. We refer to President Gilchrist, recently of the Iowa State Normal School at Cedar Falls. These are the facts:

He was principal of this school for ten years, going into the office at its origin. It had great prosperity under his administration. He was the instrument that obtained the money from the state to build a new and beautiful building. He drew the plans, and superintended its construction. He was a worker night and day, teaching as many classes as any professor much of the time, and ready to teach anything in the curriculum. The government under his care was always pronounced good, no disturbances, no immoralities, no excesses.

Some friction arose in the faculty; not much, but that chiefly from jealousy and selfishness of one or two members. He did all he could to allay differences, and knew of no reasons that ought to excite opposition. In the meanwhile the Board had changed its constitution by the election of two or three new men, and the first meeting was held June 29, and 30. The 30, was Commencement Day for a large class. On the evening of the 29, a committee called on him and said: "The Board desires you to send in your resignation." It was a thunder-clap from a clear sky. He said: "I will meet the Board at once." He went and asked for the cause of this demand. The Board, the part of it that was present, sat sullenly silent. He again asked if there were any charges against him, and was told there was none. At length he was told that they wanted no debate on the matter, and he was refused a hearing. He refused to resign. They elected his successor without his resignation. His many friends so pressed him to send in a formal resignation, that he complied, but it was after the election had taken place.

The people of Cedar Falls were greatly stirred. Indignation was at a white heat. A public banquet was given, large presents and purses of money were made. The students were excited, the press took up the matter, and he was honored greatly. Then it was that the people of Algona moved to secure him. They have raised \$4,000 to sustain him while he goes forward to build up a new school. Letters came to him from all quarters expressing indignation and sorrow. It was remarkable that there were two towns, one raising money to honor him in leaving it, the other raising money to welcome him to it. They are only 150 miles apart.

This is the story, true in every particular, and more painful than true. If it was the only one that could be told during a series of years it would stand alone, unique, on the page of an educational history, but since it is not, it will pass into forgetfulness among the multitude that have been told before, and the many more that will, we fear, be told hereafter.

A CHEMIST says that a cigar contains acetic, formic, butyric, and propionic acids, prussic acid, creosote, carbolic acid, ammonia, sulphuretted hydrogen, pyridine, viridina, picoline, and rubidine, to say nothing of the cabbageine and burdockic acid.

SEVENTY-FIVE public school teachers in New York resigned during vacation to accept positions elsewhere, mostly as brides.

THERE is a good sermon in the answer of a little nine-year-old boy who is reported to have said to his mother, who told him that his signing the temperance pledge didn't amount to anything: "Maybe not, but if dad had signed one when he was nine years old, it might have amounted to something." It would have been better for him to have said "father" instead of "dad," but he lived up to the English he had heard and should not be blamed. His philosophy was right if his use of English was a little out of order.

THE Young Women's Christian Association of this city have opened free classes in machine and hand-sewing for beginners and seamstresses needing special instructions. This is certainly a most commendable benevolence.

PENNSYLVANIA is in earnest in reference to the observance of arbor days. Thursday, October 28, has been appointed by State Superintendent Higbee as a day to be observed by all the schools in his state. In his circular he says:

We must put the thought and the work of tree planting into the schools, and keep it steadily before our boys and girls. They must be encouraged not only to plant trees and shrubbery and climbing vines, but also to collect, preserve, and plant seeds, stones, and nuts of various kinds; to watch their growth, and properly to care for them; as the elm, maple, locust, ash, tulip-poplar, apple, pear, peach, plum, cherry, chestnut, horse-chestnut, walnut, oak, hickory, butternut, English walnut, etc. This being done, they will soon be enabled to plant, and also to give or sell to others for their planting, from their own modest nursery stock. Then will follow practical inquiry as to budding, grafting, and growing from cuttings.

All this the teacher can aid by encouraging his or her boys and girls in the collection of the best seeds, stones, and nuts within reach, and in the careful planting and culture of the same, keeping some school record of what is done by individual pupils in order to arouse a spirit of generous emulation among them. That teachers may be the better prepared to do this, it would be well for superintendents at their annual examinations to make this one of the leading topics, when questions are asked under the head of "general information."

Thus the schools will yearly become more valuable factors in their respective communities and in the Commonwealth at large.

A little three-year-old boy became unruly and his mamma, wishing to get him out of the way, lifted him into the great wood-box and bade him stay there. An older brother came in soon after and seeing him there said: "Well, Charlie, what have you been doing now?"

"O, nawthin'," was the reply. "Only mother's having one of her bad spells!"

Very likely the boy was right. We have a great deal of sympathy for boys, and think the same words might be uttered against teachers many times. "Blue Monday" comes. The teacher is not in sympathy with her work this morning, and any transgression is sharply reprimanded. A little fellow is called to stand on the floor, or receive some other senseless punishment, when a little forbearance and tact on the part of the teacher would have found that boy useful employment, and the kindest feeling would have prevailed. Teachers should guard against these "bad spells," and not heap on inoffensive heads the evils of their own shortcoming. When everything seems to go wrong; the scholars seem dull and unruly; the teacher becomes impatient. Instead of following up the regular program, that becomes more irksome every moment, it should be thrown one side. Open the singing-book and sing. Have a calisthenic exercise. Spend half a day in some kind of recreation until both teacher and scholar have thrown off the mood that was oppressing them, and they are ready for cheerful, animated work.

OUR correspondence has increased so rapidly that we have been obliged to buy a new type-writer and employ an additional short-hand reporter, so as to be able promptly to attend to the large number of letters we receive. Hereafter we trust all communications will get immediate attention.

The extract in the SCHOOL JOURNAL of October 2, under the head "Use and Abuse of Literature," is from

Buckle, and may be found in his "History of Civilization in England."
GEO. H. DANES.
Wisconsin.

WE read that Yale College students are asking for more interesting preaching, and protest because they are fed with the "dry husks of religious conventionalism." It is also said that a similar cry might come from a good many other colleges in the land where Sunday is made the dreariest day of the seven by the perfunctory as well as conventional character of the preaching in the college chapel.

It is very interesting "educational" news to learn that "Beecher and Watkinson, who did such excellent work in Yale's football team last year, and notably in the famous contest with Princeton, still remain on the team for this season, and that Princeton loses Lamar, "undoubtedly one of the finest players who has ever kicked a goal." All this may be very classical and elevating, but we fail to see how. We believe in physical culture, but not in "teams," and "champion players," who are taken around the country on bets and wagers. There is such a thing as pushing even a good idea a little too far.

WILL some one tell us what practical benefit can be derived from examples like the following? Would not the disciplinary value to the mind be equally as great if any other puzzles are given?

1. The rent of a house and garden is \$600. Three times the rent of the garden equals twice the rent of the house. Find the rent of the house.
2. $5\frac{1}{2}$ yds. make a pole. Draw a diagram to show that $80\frac{1}{2}$ sq. yds. make a sq. pole.
3. If 8 horses are worth 10 cows, and 5 cows worth 60 sheep, how many sheep are worth 2 horses?
4. If a man does as much work as two women, how long would it take a man and a woman to do as much work as 6 women in 5 days?
5. If 11 men earn \$480 in 4 days, what will 12 men earn in 5 days?
6. The difference between 2 fractions is $\frac{1}{4}$. The smaller is $\frac{1}{8}$. Take the larger from $\frac{3}{4}$.
7. A cistern can be emptied by one tap in 10 hours, by a second in 5 hours. How long will it take both taps to empty it if running together?

INDUSTRIAL EDUCATION.

By SUPT. S. G. LOVE, Jamestown, N. Y.

Concluded from last week.

EFFECT ON SOCIETY.

In all the civilizations of this age, and of all past ages for that matter, there has been a constant tendency to divorce labor from brains, and it has generally happened, that brains was the plaintiff in the suit. Capital has always held the mastery over labor, because it has carried the brains, the requisite mental vigor and foresight, to keep in subjection a partner that ought to stand by its side, equal in honor, equal in authority. If there were 10,000 Powderlys in the United States, socialists and anarchists would be relegated to the shades whence they came and where they belong, and capital would have to share the burdens of society with greater liberality; the great problem that agitates with fearful apprehensions the thinking men and women of the land would be solved. If the workmen in the land were as intelligent, as cultured as they ought to be and might be, there would of necessity be a healthy union of labor and capital, and the prosperity and progress of all classes would be assured.

Under the present state of things, if a young man finds himself without a disposition to work, and he does not have to look far usually, or if a farmer or mechanic has a son with a delicate or diseased constitution, he gets what is called an education, and enters upon one of the professions, and so the ranks of statesmen, lawyers, doctors, preachers, and teachers are freely and constantly replenished with weak, inefficient, and untrustworthy men.

Now suppose that all our children and youth, male and female, were trained in the manual arts according to their circumstances and capacities, the same as they are now in the languages and mathematics, would not many of these harmful features of society be remedied, and the world be the better for it? Whatever others

may say, or think, or do, I believe that this reform is to be the saving grace of the American republic and the nations of the old world as well.

ACTUAL EXPERIENCE.

But the best, the strongest argument to me, and probably of no small importance to others, is a knowledge by actual test of the workings of the manual arts in the schools with which I am connected. During a trial of about six years, there has been a constant growth of the department, until now a great majority of the pupils in the schools receive the benefits of the training to some extent; and in the near future we hope to be able to offer to all a full course in the department. While our board of education would not have thought it possible or even wise to undertake to establish a course of industrial education in the schools, they have promptly and unanimously seconded every effort to give the department a permanent place in the curricula, and any effort to displace it, or any way to cripple its operations, would, I am sure, meet with their determined opposition; while the consciousness of having in some degree been instrumental in putting the children and youth in possession of the advantages of this part of an education, affords a better assurance of having done some good than any other of a limited career.

THE DUTY OF SCHOOLS.

And now, if it is the province of education to assist the recipient in obtaining a livelihood; if a part of its purpose should be to make the young familiar with the outer world, to teach the relations of matter and the development of force, power, practically; if its aim should be to kindle in them a desire to do something, as well as to study books, to become workers in the great hive of the industries; if its object should be to develop muscle as well as brain; if it is the part of wisdom to give a portion of the hours of school to establishing harmonious relations between the eye, the hand, and the mind; if it is a good thing to teach the pupil that occupation, constant and wisely directed, is the foster-mother of industry, through which comes all legitimate success in life; if the instruction of the school-room should be so directed as to encourage a close and friendly alliance between labor, brains, and capital; and if training in the manual arts will materially aid in accomplishing these grand objects, stimulating and quickening the intellect; who shall say that they should not be introduced into all the schools of the land? Who shall deny that they constitute the leading features of the new education, of which we have dreamed,—so much needed and so full of promise?

FUTURE POSSIBILITIES.

In this connection, the important question claims our attention for a moment.—"How can we introduce the manual arts into our schools without doing any injury to the cause of education, but rather serve its best interests?" The right way to accomplish it, or rather to begin the undertaking in the graded schools of the state, would be to secure the needed legislation, and then follow it up with a proclamation of the superintendent of public instruction directing that the manual arts be taught in these schools, in the same manner as drawing was introduced into the graded schools of the state some ten or twelve years since. The board of regents could render efficient service in the work, were it not for the fact that it might possibly be supplemented with too many examinations. But since immediate legislative action cannot be looked for, at least until further tests of its advantages have been made and the means of its accomplishment determined, voluntary efforts will have to be made by different institutions throughout the state. The press, and thinking men and women, are already giving some attention to the subject, and we may confidently hope that public opinion will ripen so that a decision may be anticipated in the not far-distant future.

IN THE PRIMARY.

In order to actually introduce industrial or manual training into our school system, so as to make it a permanent feature, it should be given a place in the curricula by the side of the other subjects. Thus, in our primary departments, the three lowest grades, we would have, 1, language; 2, numbers; 3, objects or things; 4, manual training. We should remember that we have always had manual training to a certain extent in all our schools; as for example, penmanship is a manual art, so is drawing, and so indeed is gymnastics or physical culture.

In the second departments, or the three grades above the primary, we change numbers to arithmetic, and ob-

jects to objective teaching; in the grammar school, the 7th, 8th, and 9th grades, we change language to languages, and objective teaching to objective sciences; and in the high school, we have, 1, languages; 2, mathematics; 3, the sciences; 4, manual arts.

In the primary departments, during the first year or lowest grade, we might have, under the head of manual training, block-building, stringing straws, stringing beads, learning colors, tablet laying, paper folding, or anything else suitable to the capacity of the pupils. In the second department, say the 5th grade, or second year, we might have under the same head, sewing over and over, crocheting, paper folding and mounting, and review work, or any other work, suited to the capacity of the pupils. In the primary and second departments, the boys and girls would be placed in the same class, and do the same work, and the classes organized, called, and conducted in the same manner as those in the other subjects.

IN THE GRAMMAR SCHOOLS.

But in the grammar and high schools the organizing and the conducting of the work become a little more complicated. A hint of the way, or perhaps better a way, may be briefly given, as follows, viz.: At certain hours each day send as many boys to the shop as can be accommodated. They should go at least twice a week for one hour each time. In the same way send girls to the sewing room, and boys and girls to the printing office, if there is one connected with the school. All pupils engaged in this department are expected to do their school-room work, out of school hours, or at some other time, which they usually gladly undertake rather than be deprived of the privileges of the training in manual work.

In establishing and conducting a department for industrial or manual training, the idea must be abandoned that pupils should, that they can, or that they do, devote all the hours of school to study and recitations. When they have learned how to be industrious, how to train and use their memories, and where they can have a pleasing object in being industrious, they will accomplish their tasks and have time daily for other work. Plodding and droning in the school-room may in a great degree be wiped out when there is pleasant work for leisure hours.

INSTRUCTORS.

Instructors must be had for manual training. In almost every corps of teachers will be found one or more persons who know many things, and who learn other things quite readily. To this class of teachers may be given the charge of the primary and second department classes. We found it convenient to employ a kindergarten to give a course of practical lectures upon the work for these classes. In the grammar and high schools, an instructor must be employed to teach the girls, which may be done in a sewing room or in the school-room at stated times during the week. A good janitor who is a mechanic can be employed to instruct the boys in the shop, or if he cannot do it an older and more mature pupil can be put in charge of the shop, and by employing two or more of these, the shop can be kept open for work all the day. And a young man of quick intelligence, and active body and mind, can in a short time learn to take charge of the printing office. Of course these suggestions are hints for those who may propose to begin the work in a small way.

EXPENSE.

But there is an expense account connected with this department, even though conducted in a small way. The various kinds of material, tools, type, and instructors all cost money. How shall this expense be met? The true way to meet this necessary expenditure is for the trustees and boards of education to place the amount, great or small, as the case may be, from the general fund at the disposal of the department, which sum may be used for the purposes of purchasing material and securing teachers. It must certainly come to this in the end, if manual training in our schools is ever adopted by authority of the state.

But for the purposes of experiment a sufficient sum may be raised by donations from those interested in educational progress and reform. However, we were fortunate in having a fund (called the exhibition fund, and raised by public entertainments given by the schools) at our disposal, and quite enough to defray the current expenses of the department while in the experimental stage. This fund we still keep good: and whenever the board of education hesitate or too long delay in granting requests, we draw upon our own little treasury, and if we are right, we know that our measures will be adopted by them in time.

That there must be additional expense in establishing department for manual training in our schools goes without saying, as most of the good things in this life are achieved by an expenditure of time, labor, and money; and usually the better, the greater the cost. And it is greatly to be desired that its merits be carefully and thoroughly tested by good men, in the right kind of communities, in order that the authorities of the state may be enabled to act intelligently upon the subject.

ADVANTAGES OF THE ONE-CLASS SYSTEM.

By N. O. WILHELM.

I. The undivided attention which the teacher is able to give during the period when the whole class recites.

II. The perfect quiet pervading the room between recitations, gives the pupils a better opportunity to prepare lessons.

III. Teaching pupils how to study is as much the teachers' duty as hearing recitations. Opportunity is afforded the teacher for doing this during the study hour, also for giving individual help that is often so much needed.

IV. As a result of these favorable surroundings, scholars and teacher work with freshness and vigor, and it has been observed that in schools where it was practicable to have one class to a teacher, the pupils graduated at an earlier age than in those where there was a division of labor, and they received their instruction from several different teachers.

THE VALUE OF TRAINING PUPILS TO QUESTION.

By W. W. SPEER, NORMAL PARK, ILL.

What one thinks and says is, to himself, more vivid, and pervades his mind more completely than anything that is said or written by others; and the problems which teachers and pupils make for themselves are more clearly defined and have a greater educational value than those which are already prepared by the text-book. A pupil's power to interpret readily the language of the problems in the book will be greatly strengthened by the habit of making problems himself.

Teachers should question, but their questions should be for the purpose of testing the investigations of the pupils and to awaken thought in directions in which their minds have not travelled. Training pupils to state what they see in a number, without the aid of suggestions or questions, furnishes the teacher the best means of determining the difference in the mental powers of his pupils.

If, in the beginning of any subject, the student is always questioned, his attention is fixed on answering the questions, and not on making new discoveries. Incessant questioning fixes on the part of the pupil the habit of waiting to be questioned, and, when this condition is induced, the pupil's thinking generally ends with the questioning. After years of training, pupils, as a rule, cannot take a number and investigate it for themselves. They have been interrogated so persistently that they are helpless. The thought that they might discover something in a number for themselves does not suggest itself.

If a pupil discovers number relations he can put what he sees into the form of questions, and, in this way he acquires a living apprehension of a number. In any subject the pupil that can ask the most pertinent questions has the clearest conception of it.

Making their own questions, interests and animates a class. It fixes the habit of investigation, and necessitates independent thinking as no questioning by the teacher or text-book can do. The attempt to express what they have observed in the form of questions or declarations leads to closer study of what is dimly seen and partially comprehended, and makes the knowledge gained a permanent possession.

We must not, however, expect great proficiency in the work in a short time. It is an education in itself, and when pupils can do such work readily they are well on the road to a mastery of number.

The observer's power grows slowly. His statements are an exact measure of his thought.

The pupil taught to investigate number for himself needs no explanations, and is always ready to verify his statements. Many pupils are so taught that they do not know that they do not know. They think themselves master of a subject when they have only the language. The training which enables a pupil to know when he knows and when he does not know cannot be too highly prized.

PINE GROVE SCHOOL.

By BYRON A. BROOKS.

CHAPTER III.

Meantime Jiles Jones and Bill Brown continued walking about the room and talking loudly as they distributed the gum, evidently determined to see how far they could go with the new teacher, and curious to know whether she would attempt to "lick" them the first day. This they had determined to resist, and felt that they were a match for the fair, slender young lady before them. Their manner plainly showed this, and while she could not account for it, and felt most deeply hurt, she was studying how to meet it and place herself in a right relation to her pupils. She knew that it was not from any unusual depravity on the part of the boys, nor from any occasion which had arisen between them. Yet she saw that it must be overcome at once and in the right way, or she could never be their teacher. She might succeed in keeping control of them for a quarter, but their instructor, guide, and friend she could not be, and all her efforts to draw out their young minds would be a failure.

Now or never she must win them.

As she pondered, she said not a word, but stood looking intently into their eyes, some of which watched her curiously to see what she would do, studying her character, while in some she caught a gleam of the answering earnestness and love which were in her own.

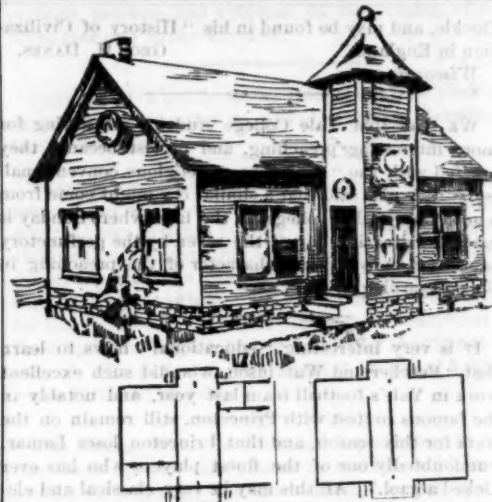
As she gazed, the school gradually became quieter, and the scholars all sat watching her, except Jiles, who stood in the aisle, his hands full of gum, his jaws working furiously, and his eyes too dull and defiant to notice the sad entreaty in his teacher's look.

At length she approached him, while the scholars all looked on, and Jiles straightened himself to receive an expected reprimand at least. "What is your name, my friend?" she asked, with her pleasant smile. "Jiles Jones," he muttered. "Is Mr. Jones, your father, the man who owns the pasture where the pine grove is?" "Yes." She did not appear to notice his surly replies, but continued: "What have you in your hand?" "Pitch," he responded, boldly defiant, expecting the next word would be an order to throw it out of doors. "Will you please give me some?" she asked, as if requesting a real favor. He bashfully handed her a piece, for which she very politely thanked him, and remarked: "How fresh it smells! I think it would make fine chewing-gum. Where did you get it?" "Off the trees behind the school-house," he replied, more pleasantly, much surprised at the trend of the conversation. "Could you get me some after school?" she asked, "without danger of falling or soiling your clothing? I have a friend who wants some, and I will pay you for it." "Oh, yes, ma'am," he answered, eagerly, "I can get you all you want. I won't fall; I have been to the top of the biggest tree," he answered in enthusiasm, forgetting his animosity in his eagerness to show that he could do something useful. "How do you gather it?" she asked. Then turning to the others, she inquired what the pitch was good for, and by other questions and wise words as to the procuring of turpentine and tar and their uses, as to the structure and uses of the pine cones and needles, how the tree grows with its straight central trunk, and its uses for masts and buildings; of evergreens, and their distinction from other trees; and thus turning from one to another with questions and encouraging their replies, she continued until all were interested in the conversation and had for the time forgotten that they were in school under the rod of a teacher.

Miss Lovell, seeing that now she had gained the first point in securing their attention and removing some of the barriers between them, determined to seize the opportunity to gain a permanent good understanding. Abandoning the teacher's desk and all the formalities of opening school, she took her seat in their midst.

"Scholars," she said, "I will not say scholars—for today we will have no school—but friends, let us forget all about school to-day, and try to become acquainted with each other. I am your friend, though I have never seen some of you before; and I want you all to be friends with me. I have come here to be your teacher, not your enemy. I have come to help you to learn many useful things and to grow into true men and women. But I cannot help you at all unless you feel that I am your friend, and you are friends to me. I fear some of you have a wrong idea of what school is and of what a teacher is. We are all learners, and all teachers. You can teach me and I will try to help you educate yourselves. Now I want to tell you a story.

[TO BE CONCLUDED NEXT WEEK.]



A TWO-ROOM SCHOOL-HOUSE.

The illustration shows a neat and inexpensive plan for a school of two departments, primary and advanced departments. Two methods of dividing the interior are given: In the left-hand floor plan there is a cloak-room and a teacher's room for each department. In this plan the boys enter in front, the primary boys go to the right and the advanced boys to the left. The girls enter in the rear, the advanced girls go to the left, and the primary girls to the right. The hall could be divided cross-wise by a partition.

In the right-hand floor plan the pupils will hang their hats in the hall which is divided lengthwise by a partition, the girls having the right hand side and the boys the left. In this plan all enter at the front, and find access to the yard by the rear doors. There is a tower for a small bell, and the exterior can be made very attractive. The windows in front and rear are put together and thus a large aperture is possible. The windows at the end can be treated in the same way, and if the ceilings are sixteen feet, a very fine architectural effect will be produced. The plan is made very simple; a building costing \$500 or \$5,000 may be erected depending on the liberality of the district. We counsel liberal to the children as a wise economy.

THE SCHOOL-ROOM.

OBJECT LESSON FOR THE LITTLE ONES.

READ THE FOLLOWING STORY TO THE CLASS.

THE SILK DOLL.

"Oh, grandpa," said Amy, "you don't know what a big, nasty worm there is out in the garden."

"I am afraid to take dolly out there to play," said she. "I wish all the ugly old worms were dead."

But her grandpa only said: "What a pretty dress your dolly has! Come, let me see it."

Amy at once forgot all about the ugly worm, and began to show her doll's nice new dress.

"How pretty!" said he. "But do you know this silk in dolly's dress was made by a worm?"

Then Amy threw her doll on the floor and said: "Why, grandpa, I will never touch it again!"

He then took the little girl up into his lap, and told her how the silk-worm made silk.

"Then why is dolly so proud of her silk dress?" said Amy.

But her grandpa only laughed.

Find an ordinary cocoon and show it to the pupils. Let them examine it and tell all they know about it.

Tell them the ugly worms that they see crawling around, and often step on, spin for themselves a mantle of the softest silk, which they wrap around them and then go to sleep. While they are sleeping a change takes place, and when they wake up and burst their covering they look as if a fairy had touched them, for instead of an ugly worm a beautiful butterfly appears. The mantles of different worms are not all alike; some are much finer, much more silky than others. There is a kind that lives in California and in Asia and Europe on mulberry leaves, and spins such fine ones that people have for hundreds of years made a business of raising this worm for its cocoon. It is called the silk-worm.

MATERIAL FOR A LESSON ON THE SILK-WORM.

WHERE RAISED.—In China for nearly 4,000 years, in Italy, France, Spain, and in some parts of the United

States,—where the soil and climate are adapted to the white mulberry tree.

SILK-WORM EGGS.—Size of a mustard seed. An ounce of eggs would produce from thirty thousand to forty thousand worms. They are laid at the end of the summer, and hatched at the beginning of the next.

SIZE OF WORM.—Very small at first, about a quarter of an inch, but when full grown is three inches in length.

APPEARANCE AND HABITS.—Of a yellowish gray color, has a large head. Begins eating when first hatched, and continues eating and growing for five days, then it becomes motionless, hangs itself up by its hind feet and seems to sleep for two or three days, during which time its skin begins to crack behind its head and finally slips down the length of its whole body. By continually writhing its body without moving from the spot, it throws the old skin off and comes out in a new skin, and very much increased in size. This process is called moulting, and takes place four times. They often die in moulting.

SPINNING THE COCOON.—Worm stops eating, becomes restless, wanders about seeking a good place to hang by its hind feet. Soon a thread of silk makes its appearance. This is to fasten the cocoon to the twig. Then the cocoon is outlined; the shape of it can be distinctly seen, with the little worker inside. Grows thicker and thicker until it is a perfect cocoon. The work takes three days. The cocoon is the size of a pigeon's egg of a golden yellow color. The thread of which it is made is one unbroken fibre, sometimes eleven miles long. What an active little weaver! In about fifteen days the cocoon bursts, and there comes out a whitish or pale yellow butterfly.

PREPARATION OF SILK.—Cocoons not allowed to burst open, as it spoils the silk for use. A number of the cocoons are kept for laying, and the rest are thrown into warm water. This kills the worm and softens the gum that coats the silk. The water is then stirred with a small stick in order to catch the loose ends of silk. Four or five of these are twisted together with the fingers and are then wound on a reel. If a thread breaks or runs out, another is joined on. This thread is known as raw silk. It has to be cleaned, and twisted and doubled before it is ready to be made into silks and velvets.

COMPOUND PROPORTION.

We thought double rule of three was nearly obsolete, but the explanation published a few weeks ago has evoked from a number of teachers their method of presenting the subject.

The example used by Mr. Ballard was as follows:

"If 4 men, in 8 days, working 9 hours a day, can dig a ditch 400 ft. long, 4 ft. wide, and 3 ft. deep; how wide will a ditch be that 12 men can dig in 8 days, the ditch being 600 ft. long, and 4 ft. deep, the men working 8 hours a day?"

Specimens of the different explanations received are submitted below:

I.

I think the reason why so many pupils fail to understand compound proportion is that we, the teachers, do not lead our pupils to ask the questions that each problem in compound proportion contains. Before taking up compound proportion, many questions like the following in simple proportion should be given: If 5 cents will buy 11 apples *once*, how many times 11 apples will 25 cents buy? If 25 cents will buy 4 pounds of oatmeal *once*, how many times 4 pounds of oatmeal will \$1.25 buy? The pupils should be led to see—in imagination—the thing or things to be repeated. The difficult point is not the answering; it is the asking.

As the pupils are already familiar with the fractional method of expressing a ratio, it is better to use that method than to introduce the colon. The first example will then be expressed as follows: 11 apples $\times \frac{1}{11} = 55$ apples. When examples containing only one ratio are clearly apprehended, those containing more than one ratio are easily understood. The main point, however, is to ask the questions. It is well to give each day, for several days, one problem containing several ratios, and have the pupils bring to the class on the following day the questions in writing. Example: If 4 men in 6 days will earn \$60, how much will 20 men earn in 30 days?

Questions to be written out:

If 4 men will earn \$60 *once*, how many times \$60 will 20 men earn?

If \$60 can be earned in 6 days, how many times \$60 can be earned in 30 days?

The example should be expressed as follows:

$$\$60 \times \frac{1}{6} \times \frac{1}{4} = \$1,500.$$

When this method of expressing ratio has been used for some time, the use of the colon should be made familiar.

J. BRECKENRIDGE.

Decorah, Ia.

II.

1st. Teach the meaning of *ratio*, thoroughly.

2d. Teach clearly the meaning of proportion, both the incomplete and complete proportion; with single or combined ratios.

3d. Teach all the relations of *means* and *extremes*.

4th. Teach that in every problem in proportion some of the terms, generally preceded by *if*, contain a *condition*, and the others contain a *demand*.

For convenience sake, first write the terms of the

condition; thus: If 4, 8, 9, 400, 4, 3,

Second, write the demand terms—viz: How wide?

m. d. h. ft. l. ft. d.

12, 8, 8, 600, 4. The blank term is sought; and in the statement its corresponding term must be the 3d term of the proportion. Next consider whether 12 men can dig a wider ditch than 4 men; as they can, 12 men, the greater term, must take the 2d place of the 1st ratio, and the 1st.

Next, the 8 days' demand are equal to the 8 days' condition. Again, in 8 hours, the width dug will be less than in 9 hours; so we put the *less* term (8) for the 2d term, and 9 for the 1st. Again, we cannot dig 600 ft. long as wide in the same time, as we can 400 feet. So we put the *less* (400) in the 3d place, &c. Finally, we cannot dig 4 ft. deep, as wide, in the same time, as we can 3 ft., therefore, put the *less* (3) in the 2d place and 4 in the 1st.

Z. RICHARDS.

Washington, D. C.

III.

The question, "How can compound proportion be presented to a class of fifteen-year-old girls so that they can comprehend it?" suggests another question, viz.: "Why teach it at all?" Why should this subject be given a place in text-books of arithmetic? It would be difficult to give any valid reason, or to show that it has any practical value whatever. Some may claim that it is necessary in order to solve a certain class of problems. But that is a mistake. Any "compound proportion" problem may be solved by an analysis every step of which can be understood by the average pupil of fourteen years. Take the problem solved by proportion in the JOURNAL (Sept. 25).

For convenience the terms may be arranged thus:

Men.	Days.	Hrs. a day.	ft. long.	Ft. wide.	Ft. deep.
4	8	9	400	4	3
12	8	8	600	?	4

$$\frac{1}{4} \times \frac{1}{8} \times \frac{1}{9} \times \frac{1}{400} \times \frac{1}{4} \times \frac{1}{3} = \frac{1}{54} \text{ ft. deep.}$$

Analysis.—Four men make the ditch 3 ft. wide, 1 man will make it only $\frac{1}{4}$ as wide (theoretically—the other dimensions and the time remaining the same), and 12 men will make it 12 times as deep as one man will, provided they work 9 hours a day; but if they work 1 hour a day, they can make it only $\frac{1}{9}$ as wide as if they work 9 hours a day, and if they work 8 hours a day they will make it 8 times as wide as if they work an hour a day, provided they make it 400 ft. long, but if they make it only 1 ft. long they can make it 400 times as wide, and if they make it 600 ft. long (instead of 1 ft. long), they can make it only $\frac{1}{600}$ as wide as if it were 1 ft. long, provided the ditch is 3 ft. deep; but if it is only 1 ft. deep, they can make it 3 times as wide, and if it is 4 ft. deep they can make it $\frac{1}{4}$ as wide as if they were 1 ft. deep. By cancellation we find the width to be 5 $\frac{1}{2}$ ft.

"BLANK."

IV.

C.: E.: C.: E.

1. 2. 3. 4.

The causes may be men, time, money at interest, or any agent; the effects, work, &c. done, or interest. Causes are always in the 1st and 3d terms; effects are always in the 2d and 4th terms. The answer required will be either in the 3d or 4th term—if a cause, it will be in the 3d term, if an effect, it will be in the 4th term. The number required is represented by "X." Use the vertical line, placing the dividing numbers on the left of it and those to be divided on the right. If the "X" is in the 3d term, all the numbers in the 2d and 3d terms are placed on the left of the line; if the "X" is on the 4th term all numbers in the 1st and 4th terms are placed on the left,—complete terms are placed on the right.

Solution of problem:

1st Cause.	1st Effect.	2d Cause.	2d Effect.
4 men :	400 ft. :	12 men :	600 ft.
8 days :	4 ft. :	8 days :	4 ft.
9 hours :	3 ft. :	8 hours :	4 ft.

X is in the 4th term. So 4, 8, 9, 600, and 4, are placed on the left side, and 400, 4, 8, 12, 8, and 8, on the right. Vicksburg, Miss.

H. T. MOON.

V.

Place for the 3d term the number of the same denomination as that of the answer required. Then place the width of the ditch for the third term, for width is called for, and only like numbers can have a ratio.

1st Term.	2d Term.	3d Term.	4th Term.
4 :	12 :	4 :	X
8	8		
9	8		
600	400		
4	3		

=5 $\frac{1}{2}$ Ans.

Take away two numbers and arrange them as in simple proportion, being careful to arrange the two numbers, and two only, each time with reference to their relation to the third term, and nothing else.

1st. If 4 men dig a ditch 4 ft. wide, can 12 men dig one of greater or less width in the same time?

Ans. It will be of greater width. Then place 12 for the 3d term and 4 for the 1st, according to the reasoning for simple proportion.

2d. If a ditch 4 ft. wide can be dug by working 9 hours a day, can a ditch of greater or less width be dug by working 8 hours a day?

Ans. Less width. Then place 8 for the 3d term, and 9 for the first term.

3d. If a ditch 400 ft. long can be dug 4 ft. wide, can a ditch of greater or less width be dug 600 ft. long?

Ans. Less width. Place 400 for 3d term and 600 for the first.

4th. If a ditch 3 ft. deep can be dug 4 ft. wide, can a ditch of greater or less width be dug 4 ft. deep?

Ans. Less width. Place 3 for the 3d term and 4 for the first.

It may be difficult at first for the pupil to consider days without reference to hours also. Or to look at the length of a ditch or wall without taking into consideration the height and width at the same time. But only three numbers can be used at a time, and one of those must be the third term.

C. E. PALMER.

Greensburg, Indiana.

VI.

Have class arrange all problems in compound proportion as follows, always placing numbers of like denomination under in same column.

Men.	Days.	Hrs.	Ft. long.	Ft. wide.	Ft. deep.
4	8	9	400	4	3
12	8	8	600	(?)	4

Take that number which is of same denomination as answer requires, and place it on the right and at the top of a vertical line. Then arrange each pair of numbers as if the answer depended on that pair and the third term.

4
4 12
8 8
9 8
600 400
4 3

12 men will dig a wider ditch than 4 men, therefore the answer will be greater than the third term; and 4 will be the first term and 12 the second, from a principle already learned in simple proportion. A ditch will be dug as wide in the second 8 days as in the first. The ditch will not be so wide when the work was carried on 8 hours a day as it was when work was carried on 9 hours a day. The answer will therefore be less than the third term, and the greater number must appear in the first term, and the less in the second. Again the ditch will not be so wide when it is 600 ft. long as it was when it was 400 ft. long. Last, it cannot be so wide if it must be dug 4 ft. deep as it was when it was 3 ft. deep, and we have 4 ft. for first term, and 3 for second. All on the left is a divisor, and all on the right a dividend. We are therefore ready to apply the principles of cancellation, and find the answer at a few strokes.

Juku, Miss.

G. T. H.

If a teacher wants to rise in his profession he must pull himself up. He will never be pushed up. Hard work tells. The unsuccessful man waits for something to turn up. The successful man makes something turn up.

THE PEABODY FUND.

The trustees of the Peabody Educational Fund held their last annual meeting at the Fifth Avenue Hotel, this city. There were present Robert C. Winthrop, John H. Clifford, Samuel A. Green, and Theodore Lyman, William Aiken, Joseph K. Barnes, Chief Justice Waite, Bishop Whipple, ex-President Hayes, Thomas C. Manning, A. J. Drexel, Assistant Secretary Porter, and Secretary Everts.

Chairman Winthrop reviewed the work of the trustees from the beginning of the fund. Their efforts had produced model schools in not a few cities and towns of the south and normal schools in many of the states, but, more than all, had awakened throughout the south an earnest interest in education. There were half a million illiterate voters scattered over half the Union. For the safety of free institutions, the extension of national aid was needed for the education of the ignorant masses on whom the election franchise was thrown after the war. South Carolina was praised for extraordinary exertions in education, and in view of her recent calamity, Mr. Winthrop recommended an extra appropriation to that state.

The general agent, Samuel A. Green, gave in his report the disbursements of the year as follows:

Scholarships, \$30,000; Alabama, \$4,900; Arkansas, \$2,400; Georgia, \$2,000; Louisiana, \$3,800; North Carolina, \$2,700; South Carolina, \$5,000; Tennessee, \$10,700; Texas, \$3,000; Virginia, \$4,565; West Virginia, \$3,300, total, \$83,365.

The scholarships are in the university at Nashville, which is largely supported by the fund. Disbursements in Florida and Mississippi have been withdrawn, because of the \$3,000,000 given to the fund by Mr. Peabody something over \$1,000,000 was in bonds of those states and these have since been repudiated.

WHEN THE WOODS TURN BROWN.

How will it be when the roses fade,
Out of the garden and out of the glade?
When the fresh pink bloom of the sweetbrier wild,
That leans from the dell like the cheek of a child,
Is changed for dry chips on a thorny bush?
Then scarlet and carmine the groves will flush.

How will it be when the autumn flowers
Wither away from their leafless bowers;
When sunflower and starflower and golden-rod
Glimmer no more from the frosted sod,
And the hillside nooks are empty and cold?
Then the forest tops will be gay with gold.

Oh, then, as we lay,
Our ear to earth's lips, we shall hear her say,
"In the dark I am seeking new gems for my crown."
We will dream of green leaves when the woods turn brown.

—Lucy Larcom.

THINGS TO TELL PUPILS.

NOTED MEN AND THEIR LOVE FOR DUMB ANIMALS.

The great American statesman and orator, Daniel Webster, asked just before he died, that all his cattle which he loved so much should be driven to his window, that he might see them for the last time; and as they came, one by one, to his window, he called each by name.

The famous Dr. Johnson, of England, seemed to think quite as much of his cat as of any human friend. The famous Cardinal Wolsey, of England, used to receive the nobles of the land with his favorite cat perched on the arm of his state chair, or at the back of his throne. The great statesman of France, Richelieu, once excused himself from rising to receive a foreign ambassador, because his favorite cat and her kittens were lying on his robes. Petrarch, the great poet of Italy, had his favorite cat embalmed when she died. It is said that a Persian king once before going into battle with the Egyptians, gave each of his soldiers in the front ranks a live cat to carry before him, and the Egyptians surrendered to the Persians rather than injure the cats, which they considered sacred. The eastern prophet, Mohammed, was so fond of his favorite cat that when it fell asleep on the sleeve of his robe one day, he cut off the sleeve rather than disturb the slumber of the cat, and it is said that to this day almost every Mohammedan in those eastern countries has a cat in his house, which he loves and makes to share all his comforts. The Italian poet, Dante, trained his cat to hold a candle in her paw for him to read; but one night a friend turned a mouse out of a box upon the table, when the cat at once dropped the candle and rushed for the mouse.

The great Duke of Wellington, many years ago, found a little boy crying because he had to go away from home to school in another town, and there would be no one to feed the toad which he was in the habit of feeding every morning, and the noble-hearted duke, sympathizing with his

young friend, promised that he would see that the toad was fed every morning. This he did, and letter after letter came to this little boy telling him that the toad was alive and well.

GENERAL EXERCISES.

AUTHORS' DAYS.

WILLIAM CULLEN BRYANT.

Prepared by Miss Josephine E. Hodgdon, author of "Leaflets of Standard Authors."

I.

For Bryant's Birthday.—Nov. 3, 1886.

Pen-picture of the times in which Bryant lived may be taken from Parke Godwin's "Life of William Cullen Bryant." In Vol. I., Chapter I., devoted to "Autobiography of Mr. Bryant's Early Life," mention is made of the fact that Mr. Bryant used a part of this autobiography in an article, "Boys of My Boyhood," which he contributed to the *St. Nicholas Magazine* of December, 1876.

For other readings from Godwin's "Life of Bryant," note particularly p. 50, pp. 334-341 of Vol. I.; pp. 188-189 of Vol. II. But why quote further? The student can omit nothing.

II.

Interesting articles on Bryant may be found in *Scribner*, August, 1878; *Harper's Magazine*, August, 1878; and *Wide Awake* for September, 1878.

III.

SKETCH OF HIS LIFE.

A few years ago there died in New York City a man standing in the first rank of literature, who had made his literary reputation before Sir Walter Scott began his series of the Waverley novels. He was in his prime when Dickens and Thackeray first began to write, and in the full exercise of his intellectual powers after they had laid aside forever their busy pen. Closely identified with the national life of his native land, and having a large share in originating and elevating its literature, and in shaping the course of its politics, William Cullen Bryant truly merited the encomium of being accounted "the most accomplished, the most distinguished, and the most universally honored, citizen of the United States," and that, too, solely by his genius, moral rectitude, and force of character. "He was my master in verse," said Longfellow, "ten years and more my senior, and throughout my whole life I have had the warmest reverential regard for him." "It is certain," said Ralph Waldo Emerson, "that Bryant has written some of the very best poetry that we have had in America." Bryant was born in Cummington, a little town in Western Massachusetts, on November 3, 1794. His mother was a lineal descendant of John Alden, the lieutenant of Miles Standish, and the hero of one of Longfellow's charming poems. Although her education was limited to the ordinary English branches, she was a great reader, and early taught her child to repeat standard English poetry. When he was scarcely three years old, William was made to repeat Dr. Watt's psalms and hymns. From a very early age, Bryant displayed a taste for reading and study. His father took great pains to direct his boy to those great English classics of which he had been a lifelong student. The lad delighted to pore over Pope, Gray, and Goldsmith, and soon began to write verses. The varied and picturesque scenery of Western Massachusetts became familiar to him from his love of outdoor life and the companionship of his father. Thus even from childhood his native hills, valleys, woods, and rivers, were like old friends, and he was taught to love Nature under all her varied aspects. A man of sound scholarship and refined tastes, Dr. Bryant, recognizing the poetic gift of his son, judiciously and wisely aided in its development. While he encouraged the first rude efforts of boyish genius and taught the value of correctness and compression, he also trained his son "to distinguish between true poetic enthusiasm and fustian." Even from the first, there was nothing forced, morbid, or immature about the young poet's verses; and he wrote as if he had already had experience. Bryant's poetical powers, thus early developed, remained unimpaired to an age beyond that usually allotted to man. "Thanatopsis" was written in his eighteenth year; and the noble "Ode" written for Washington's birthday, February 22, 1878, in his eighty-fourth. Hence, an eminent scholar has justly said: "No one will deny that in one respect, at least, Bryant's fame was entirely unique. He was the author of the finest verses ever produced by anyone so young, and so old, and the author of 'Thanatopsis,' and of 'The Twenty-second of February.'"

IV.

Selections for Recitation.

OCTOBER.

Ay, thou art welcome, heaven's delicious breath!
When woods begin to wear the crimson leaf,
And suns grow meek, and the meek suns grow brief,
And the year smiles as it draws near its death.
Wind of the sunny south! oh, still delay
In the gay woods and in the golden air,
Like to a good old age released from care,
Journeying, in long serenity, away.
In such a bright, late quiet, would that I
Might wear out life like thee, mid bowers and brooks,
And, dearer yet, the sunshine of kind looks,
And music of kind voices ever nigh;
And when my last sand twinkled in the glass,
Pass silently from men, as thou dost pass.

NOVEMBER.

Yet one smile more, departing, distant sun!
One mellow smile through the soft vapory air,
Ere, o'er the frozen earth, the loud winds run,
Or snows are sifted o'er the meadows bare.
One smile on the brown hills and naked trees,
And the dark rocks whose summer wreaths are cast,
And the blue gentian-flower, that, in the breeze,
No is lonely, of her beauteous race the last.
Yet a few sunny days, in which the bee
Shall murmur by the hedge that skirts the way,
The cricket chirp upon the russet lea,
And man delight to linger in thy ray.
Yet one rich smile, and we will try to bear
The piercing winter frost, and winds, and darkened air.

TO A WATERFOWL.

NOTE.—See Parke Godwin's "Biography of William Cullen Bryant," Vol. II., pp. 188-189.

Whither, midst falling dew,
While glow the heavens with the last steps of day,
Far, through their rosy depths, dost thou pursue
Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.

Seek'st thou the plashy brink
Of weedy lake, or marge of river wide,
Or where the rocking billows rise and sink
On the chafed ocean-side?

There is a Power whose care
Teaches thy way along that pathless coast—
The desert and illimitable air—
Lone wandering, but not lost.

All day thy wings have fanned,
At that far height, the cold, thin atmosphere,
Yet stoop not, weary, to the welcome land,
Though the dark night is near.

And soon that toil shall end;
Soon shalt thou find a summer home, and rest,
And scream among thy fellows; reeds shall bend,
Soon, o'er thy sheltered nest.

Thou'rt gone, the abyss of heaven
Hath swallowed up thy form; yet, on my heart
Deeply has sunk the lesson thou hast given,
And shall not soon depart.

He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.

TO THE FRINGED GENTIAN.

Thou blossom bright with autumn dew,
And colored with the heaven's own blue,
That openest when the quiet light
Succeeds the keen and frosty night.

Thou comest not when violets lean
O'er wandering brooks and springs unseen,
Or columbines, in purple dressed,
Nod o'er the ground-bird's hidden nest.

Thou waitest late and com'st alone,
When woods are bare and birds are flown,
And frosts and shortening days portend
The aged year is near his end.

Then doth thy sweet and quiet eye
Look through its fringes to the sky,
Blue—blue—as if that sky let fall
A flower from its cerulean wall.

I would that thus, when I shall see
The hour of death draw near to me,
Hope, blossoming within my heart,
May look to heaven as I depart.

INNOCENT CHILD AND SNOW-WHITE FLOWER.

Innocent child and snow-white flower!
Well are ye paired in your opening hour.
Thus should the pure and the lovely meet,
Stainless with stainless, and sweet with sweet.

White as those leaves, just blown apart,
Are the folds of thy own young heart;
Guilty passion and cankering care
Never have left their traces there.

Artless one! though thou gazest now
O'er the white blossom with earnest brow,
Soon will it tire thy childish eye;
Fair as it is, thou wilt throw it by.

Throw it aside in thy weary hour,
Throw to the ground the fair white flower;
Yet, as thy tender years depart,
Keep that white and innocent heart.

ROBERT OF LINCOLN.

Merrily swinging on brier and weed,
Near to the nest of his little dame,
Over the mountain-side or mead,

Robert of Lincoln is telling his name:
Bob-o'-link, bob-o'-link,
Spink, spink, spink;
Snug and safe is that nest of ours,
Hidden among the summer flowers.
Chee, chee, chee.

Robert of Lincoln is gayly drest,
Wearing a bright black wedding-coat;
White are his shoulders and white his crest.
Hear him call in his merry note:
Bob-o'-link, bob-o'-link,
Spink, spink, spink;
Look, what a nice new coat is mine,
Sure there never was a bird so fine.
Chee, chee, chee.

Robert of Lincoln at length is made
Sober with work, and silent with care;
Off is his holiday garment laid,
Half forgotten that merry air:
Bob-o'-link, bob-o'-link,
Spink, spink, spink;
Nobody knows but my mate and I
Where our nest and our nestlings lie.
Chee, chee, chee.

Summer wanes; the children are grown;
Fun and frolic no more he knows;
Robert of Lincoln's a humdrum crone;
Off he flies, and we sing as he goes:
Bob-o'-link, bob-o'-link,
Spink, spink, spink;
When you can pipe that merry old strain,
Robert of Lincoln, come back again.
Chee, chee, chee.

THE CATERPILLAR AND THE BUTTERFLY.

"Good-morrow, friend." So spoke, upon a day,
A caterpillar to a butterfly.
The winged creature looked another way,
And made this proud reply:
"No friend of worms am I."
The insulted caterpillar heard,
And answered thus the taunting word:
"And what wert thou, I pray,
Ere God bestowed on thee that brave array?
Why treat the caterpillar tribe with scorn?
Art thou, then, nobly born?
What art thou, madam, at the best?
A caterpillar elegantly dressed."

THE COST OF A PLEASURE.

Upon the valley's lap
The liberal morning throws
A thousand drops of dew
To wake a single rose.
Thus often, in the course
Of life's few fleeting years,
A single pleasure costs
The soul a thousand tears.

THE HIDDEN RILL.

Across a pleasant field a rill unseen
Glides from a fountain, nor does aught betray
Its presence, save a tint of lovelier green,
And flowers that scent the air along its way.
Thus silently should charity attend
Those who in want's drear chambers pine and grieve;
No token should reveal the aid we lend,
Save the glad looks our welcome visits leave.

WILLIAM TELL.

Chains may subdue the feeble spirit, but thee,
Tell, of the iron heart! they could not tame!
For thou wert of the mountains; they proclaim
The everlasting creed of liberty.
That creed is written on the untrampled snow,
Thundered by torrents which no power can hold,
Save that of God, when He sends forth His cold,
And breathed by winds that through the free heaven
blow.
Thou, while thy prison-walls were dark around,
Didst meditate the lesson Nature taught,
And to thy brief captivity was brought
A vision of thy Switzerland unbound.
The bitter cup they mingled, strengthened thee
For the great work to set thy country free.

"Truth crushed to earth, shall rise again;
Th' eternal years of God are hers;
But Error, wounded, writhes in pain,
And dies among his worshippers."

—The Battle Field.

IN MEMORY OF JOHN LOTHTOP MOTLEY.

Sleep, Motley! with the great of ancient days,
Who wrote for all the years that yet shall be;
Sleep with Herodotus, whose name and praise
Have reached the isles of earth's remotest sea;
Sleep, while, defiant of the slow decays
Of time, thy glorious writings speak for thee,
And in the answering heart of millions raise
The generous zeal of Right and Liberty.
And should the day o'ertake us when, at last,
The silence that, ere yet a human pen
Had traced the slenderest record of the past—
Hushed the primeval languages of men—
Upon our English tongue its spell shall cast,
Thy memory shall perish only then.

V.

HELPS IN BRYANT STUDY.

Outline Studies in Holmes, Bryant, and Whittier. 10 cents.
Bryant Leaflets. 25 cents.
Alden's Studies in Bryant. 45 cents.
Literatures, Underwood, Hunt, Royse, Cleveland, Blaisdell.
Essay on Bryant, Bayard Taylor.
Parke Godwin's "Life of Bryant."
Bryant's Complete Works.

PERSONS AND FACTS.

Of the \$3,000,000 given by Mr. Peabody for educational purposes, one-third of it was lost by the repudiation of southern state bonds. But with the remaining sum good work is being done, as is shown by the general agent of the Peabody fund in his annual report.

EX-SENATOR WALLACE, of Pennsylvania, has just returned from a western trip which included a stay of some time in Colorado. He speaks enthusiastically of that state, the growth of which he regards as marvellous. His prediction for Denver is that it will be one of the future great cities of the country.

J. S. Ogilvie & Co., of New York, have just issued a very useful little book, containing plans for twenty-five different kinds of houses.

"Pocahontas" is the subject of a historical article in the November *Wide-Awake*, by Mrs. Raymond Bathway, of England.

Cassell's Magazine for November has a very interesting paper on "Screens and Screen Painting."

The November *Southern Breeze* contains a second paper on Mexico, by G. C. Conner.

The edition of the November *Century*, containing the first chapters of the "Life of Lincoln" and the opening of Frank R. Stockton's new novel, "The Hundredth Man," is a quarter of a million copies.

Number 33 in *Cassell's National Library* is a section of the "Diary of Samuel Pepys, embracing the years 1660-1661."

The Interstate Publishing Company, of Chicago and Boston, have recently put upon the market a new idea, in the shape of the *Interstate Readers*. These are monthly editions of short, entertaining, and instructive stories for boys and girls. There are three grades in these readers, the Primary, the Intermediate,

and the Grammar School; and the first number of each was issued for September.

A cheap edition of Milton's earlier poems is that in *Cassell's National Library*, edited by Prof. Henry Morley.

PROF. HUXLEY, after a trip in Switzerland, has returned to London. He is actively engaged in the study of botany.

MR. HERBERT SPENCER is ill, but not dangerously so.

MR. THOMAS BAILEY ALDRICH has returned from Russia, unfavorably impressed with that country.

The real condition of the Pope's health is still a secret; but it is probable that he is not as delicate as has been reported. Leo XIII. is now seventy-eight years of age. Of course, he leads about as monotonously regular a life as any man could, with the exception of the great amount of business daily transacted with the aid of Cardinal Jacobini and the under secretaries of the Vatican. Besides official letters, others arrive from all parts of the world, mainly from priests, missionaries, monks, and nuns, while others contain sums of money from penitents, and many are petitions for a blessing, pecuniary aid, or advice.

GEN. JOSEPH E. JOHNSTON is ill in St. Louis. He is always quite feeble at best, being now seventy-nine years old, but he is always cheerful, however, and exceedingly courteous and interested in all political and military matters of the day.

THINGS OF TO-DAY.

The dedication of the Bartholdi statue took place Oct. 28. A general holiday was declared throughout New York City.

Mr. Burnham Wardwell, well known for his work in aid of prison reforms, is dead.

The Republicans of Minnesota are against the saloon.

Russia has in view two objects, one to conquer the country lying west of India, the other to force the right of way to the Indian Ocean.

After Nov. 1, all the elevated railroads in this city will charge but five cents fare.

The New York ex-Alderman indicted for bribery have been put under heavier bail. The bondman of Sayles, who has fled, has paid the \$25,000 bail bond.

Secretary Manning has returned to Washington with improved health.

Rumors of the assassination of ex-President Gonzales of Mexico and of a new and formidable insurrection are not confirmed.

Receivers have been appointed for the New Jersey Central Railroad.

The remains of Chief Justice Chase were reinterred in Cincinnati.

Atlanta dispatches say that the manufacture of contraband whisky is on the increase.

Mrs. Lucy Parsons, the wife of the condemned Anarchist, has been making speeches in New York. She wishes to enlist public opinion in opposition to the execution of the Anarchists.

The cholera is making terrible ravages in Corea.

The South Boston Iron Works allege as the cause of their failure their inability to collect a large sum of money due from the Government for ordnance.

Boloxi, La., has again been quarantined by New Orleans; thirty deaths from yellow fever, or a disease greatly resembling it, have occurred in two weeks.

The packers' strike in Chicago has been ended, the men agreeing to return on the ten-hour plan. The employers, however, have put the winter schedule of wages in operation a month earlier than usual.

Mr. Haine has been making speeches in Pennsylvania, and has been greeted with enthusiasm.

The reaction against the purely classical education felt in this country for several years is now assuming prominence in France. A new program for the secondary schools has been prepared by the Council of Public Instruction, under the guidance of the new Minister of Instruction, M. Goblet. This is founded on the idea that the study of ancient languages and literature is best adapted for those who choose the higher professions, and that a thorough acquaintance with scientific, commercial, and industrial topics is of greater practical value for the pupils drawn from the middle and lower classes.

The *Anchora* came safely to this port, to the unspeakable relief of hundreds. Her escape shows that her owners and agents were not without warrant for the confidence they felt in her, but after all it must be admitted that she was fortunate in her weather after she broke her shaft, and that a succession of gales at that time might have done worse than delay her progress under sail.

Harvard College will soon celebrate its two hundred and fiftieth anniversary. It is not the oldest American university, as that of Mexico is fifty years older.

The two young men named Kohut, who recently set fire to a tenement and caused the death of a woman and two children, were sentenced to state prison for life. Their kind of anarchism is not likely to become popular in New York or anywhere else, but it is the direct outcome of doctrines quite popular among those who would destroy the value of all property.

General Kaulbars has been remarkably successful as an anti-Russian election agent. The Bulgarian people, harassed and incensed by his arbitrary attempts to dictate to their Government, and to intimidate them, have elected a chamber that will be practically unanimous in resisting the Czar's monstrous pretensions. This chamber will choose a successor to Prince Alexander and he will not be a Russian candidate. He will be some European Prince who in the judgement of the Assembly will be likely to carry out Prince Alexander's policy and to repel Northern aggression. General Kaulbars's political mission has been a disastrous failure.

The blood is the source of health. Keep it pure by taking Hood's Sarsaparilla. Sold by druggists.

EDUCATIONAL NOTES.

CALIFORNIA.

The teachers' institute of the Santa Barbara county was held at Santa Barbara, Oct. 5, 6, and 7. A very interesting program is reported: Primary Work, Miss D. Wheelock; a paper—"Our Claim to Civilization," John Gamill; Discussion on Primary Work, Prof. Platt; Map Drawing, Miss S. A. Winchester; Drawing and Modeling, Miss May Cooper; same continued, Prof. Platt; a paper—"Art of Questioning," J. J. Craven; Grammar, Miss Lucy Broadhurst; Penmanship, E. E. Gardener; Book-keeping, Chas. G. Meeker; a paper—"Calisthenics," Miss Emma R. Childs; Primary Occupations, Miss Abbey M. Holder; a paper—"S. A. Holden; Arithmetic, Geo. S. Metcalf; continued, Prof. Platt; Music, J. Chesebrough; H. F. Cook; a paper—"Library Work," Miss Abby I. Hall; continued, Prof. Platt; a paper—"Moral Obligations of the Public Schools," Miss Ida M. Twitchell; History, W. M. Pence; a paper—"Registers and Reports," J. E. Hamilton; An Oration—"Our Life a River," Miss Agnes Longworthy; Class Exercises, Miss F. M. Porter; Story Writing from Pictures, Prof. C. T. Meredith; Readings, Prof. John Murray; The Microscope, J. W. Young.

COLORADO.

The number of pupils enrolled in Arapahoe Co. is 9,830, instructed by 32 male teachers, and by 178 female teachers. In the ungraded schools, male teachers receive an average monthly salary of \$53; the female teachers have an average monthly salary of \$50.

PRIN. W. T. EDDINGFIELD writes from Idaho Springs as follows: "The school building is new, comfortable, and a model of convenience. The school, consisting of about 250 pupils, is fairly graded and under good control. I have four assistants, three of whom are experienced teachers. We are well pleased with the start we have made."

SUPT. GASS seems well pleased with his new field at Durango. His daughter teaches at present in the second grade. There is fair prospect of a high school department.

CO. SUPT. J. H. FREEMAN, of Fremont County, is a wise, enthusiastic supervising officer, knows a good school when he sees it, and knows just how to advise and aid inexperienced teachers. As a result, an educational revival in his county is promised.

PROF. J. C. DENNETT, who occupies the chair of ancient languages in the state university, is aiming to enlist the co-operation of public school men and public schools throughout the state. He is a fine institute instructor. Let county superintendents who plan for teachers' gatherings bear this in mind.

South Pueblo. State Correspondent.

F. B. GAULT.

DAKOTA.

PROF. ALEX. STRACHAN, A.M., will take charge of the Scotland Academy as principal. Miss Sarah S. Ferguson takes the position of assistant principal, in charge of the ladies' department.

ORA P. RIDER, Ph.D., of Parish, N. Y., a graduate of Cornell university and an experienced instructor, has lately come to the territory and taken charge of the La Moure, La Moure county, schools.

PRIN. J. T. BRIDEN is president of the Pembina county teachers' association.

REV. S. G. UPDEKE, of Watertown, has been elected to the chair of mental and moral science in the Dakota agricultural college.

FLORIDA.

PROF. JOHN P. PATTERSON, of Cincinnati, O., is engaged in educational work in Florida. He will hold ten institutes during the year, give six scientific lectures at the state teachers' association, which meets during the holidays, and also educational lectures at the teachers' congress, Florida Chautauqua. He will also labor to build up and grade the schools of Pensacola.

ILLINOIS.

CO. SUPT. SANFORD, of Ogle Co., retires this fall from the office of superintendent of public instruction, to become a disciple of "Blackstone and Kent." Miss Carrie R. Vezie succeeds him as county superintendent.

The manual training committee of the board of education, Messrs. Collier, Doolittle, and Peck, have made arrangements for opening a manual training department in the high schools.

IOWA.

People who think teachers are not a studious, thoughtful class, but simply hirelings who serve for their dollars from 8.30 A.M. to 4.30 P.M., will do well to consult the following figures: the teachers of Iowa have paid and subscribed for educational papers and journals to the amount of \$61.80, for books on the history, theory and practice of education to the amount of \$167.70, making a total for the one item of strictly professional reading of \$229.50; for papers and magazines, as the city and Chicago papers, and the Century and Harper's, etc., to the amount of \$158.75, and for books, as cyclopaedia works of fiction, history, science, etc., \$357.75, making a total of \$546.00. The average total expenditure for the year by each teacher is \$24.

MICHIGAN.

MISS ANNIE HALSEY, of Aurelius, Ingham county, will exhibit her school at the Eaton Rapids fair.

GEORGE H. VAN ERS retires from the Mt. Clemens school board after a continuous service of twenty years.

The chemistry class of the Three Rivers school have tested the water used in the city and find it very free from organic matter.

MINNESOTA.

MR. IRA C. RICHARDSON, formerly of Olmsted county, takes charge of the Argyle schools.

SUPT. S. S. TAYLOR entered upon his duties as superintendent of St. Paul schools Sept. 1, and, though only one month in the office, he has already gotten the work well in hand and the schools all in good working order.

NEW HAMPSHIRE.

The town of Lyme has voted to appropriate \$400 to build a school-house near N. W. Howe's.

MISS LYDIA M. WELLS, of Chester, is the matron of St. Mary's School for Girls, at Concord. She has previously filled the same

position at the state normal school, Plymouth, and more recently at the New Hampshire Conference Seminary at Tilton.

MRS. ANNA B. WILSON, a member of the Portsmouth board of education from 1877 to 1885, died on Sunday, Oct. 3.

MRS. SYDNEY F. SMITH, who recently resigned his ensignship in the U. S. Navy, had assumed the duties of instructor in the sciences and mathematics in St. Paul's school, Concord.

Concord. State Correspondent.

ELLEN A. FOLGER.

NEW YORK.

The regular meeting of the Brooklyn Principals' Association was held in the rooms of the board of education, Red Hook Lane, on Saturday, October 16, at eight o'clock in the evening; John Gallagher, president; C. Stebbins, secretary.

The outlook for summer schools is encouraging for next year. Nearly all, before closing, made preparations for next year.

COL. PARKER'S, at Niagara, was an emphatic success, and voted at the close, unanimously, in favor of holding it in the same place again next year. This decision was accepted, and the buildings immediately re-engaged. Some of the teachers re-engaged their boarding places before leaving, and nearly all promised to return and bring as many with them as possible. The attendance was a little over a hundred, which we consider good for the first year. The faculty consisted of thirty-one of the most noted instructors in the United States.

In the Glen Falls training school important extensions of work are in view with the class for another season, with also some addition of distinct features. The faculty is to be increased by at least two new instructors in the department of grammar and high school work. A series of evening lectures in civics is probably to form a part of the general course. The plan in the section of drawing is to be changed, providing for more advanced work to be taken up in the special class. A benefit is also to be added in the form of several hundred dollars' worth of books relative to the subject taught, and which Prof. Smith will bring to the school. A course also in moral training will undoubtedly become an important feature of this work the coming year.

OHIO.

The teachers of Darke Co. held an interesting meeting at Greenville, Ohio, Oct. 9. The program was as follows: "Little Things," E. B. Hiestand; An Essay, by Miss Maggie Mead; "Mental Training," by Miss Laura Winbiger; "Primary Reading," by Miss Bessie Garst; A Class Exercise in Reading, by Miss Mamie Dittman. The Daily Program used in W. W. Teagarden's School, presented by the teacher. "How to Read and Study Shakespeare," by Hon. C. M. Anderson.

The Union township teachers of Miami Co. hold regular monthly meetings at West Hilton.

Covington. State Correspondent.

LEE A. DOLLINGER.

PENNSYLVANIA.

The Cambria county teachers' institute was held in Ebensburg from Oct. 11 to 14; 185 teachers were enrolled. The principal instructors were Prof. Irish, of Lima, Ohio; Prof. Beard, of Look Haven, Pa. State Normal School; and Prof. George E. Little, of Washington, D. C. The institute was a very enthusiastic one. Reading circles and teachers' meetings will be established throughout the county. At a directors' meeting, held during the week, a resolution was passed calling for a directors' institute, to continue three days, to be held each year; also a resolution favoring free text-books throughout the county.

The Erie Co. annual institute was held in Erie, Oct. 18-22. The instructors were Profs. Langley and McClymond, of the Edinboro Normal School; Dr. H. S. Jones and Miss Abbie Low, of Erie; and Miss Partridge and Col. Parker. The city teachers co-operated heartily, and Thursday and Friday were field days in educational up-lifting.

SOUTH CAROLINA.

The following officers were elected at the last meeting of the state teachers' association (white) held in Greenville, S. C.: president, Supt. D. B. Johnson, Columbia; vice-presidents, Prof. R. Means Davis, Prof. V. C. Dibble, Mr. J. F. Brown, Rev. G. W. Holland, D.D., Prof. A. S. Townes, Mr. A. McP. Hamby, Prof. Wm. S. Morrison; secretary and treasurer, Prof. Wm. S. Morrison; executive committee, Supt. D. B. Johnson, Prof. R. Means Davis, Prof. L. B. Haynes, Prof. A. R. Banks, Prof. H. W. Pemberton.

TENNESSEE.

PROF. J. H. BROWN has been elected superintendent of schools in Nashville. He has proved himself a capable teacher, an excellent disciplinarian, and a gentleman of high intelligence and character. The election meets with universal approval.

Wilson county has 140 public schools in full blast, and the superintendent in his visitation has not found over a dozen of them with less than twenty pupils in regular attendance.

TEXAS.

PROF. COLE, at Vance, has a well organized school of fifty pupils. He is a ripe scholar and delights in his work, and honors his profession.

MISS FANNIE ETHERIDGE is doing good work at Montell.

BROOKLYN.

The committee on special studies appointed by the Brooklyn Teachers' Association have completed arrangements for the opening of classes for the coming season. The number of members in each class is limited to fifty. The classes in Latin, German, and French will be for beginners. All classes are free to the members of the association, and all teachers may become regular members by paying the annual fee of one dollar, and all persons in Brooklyn are entitled to the same privileges by the payment of the same fee. The excellent advantages offered are shown by the following course of instruction, with its able corps of instructors:

The class in Latin, taught by R. F. Leighton, of the Central School, met on Saturday, October 16, at 9 A. M.

The class in German, taught by Prof. Meno Stern, of Stern's School of Languages, met on Saturday, October 16, at 9 A. M.

The class in French, taught by Prof. Baptiste Meras, of Stern's School of Languages, met on Tuesday, October 12, at 4 P. M.

The class in English Literature, taught by Miss Susan K. Cook, of Packer Institute, met on Wednesday, October 13, at 4 P. M. The lessons began with the literature of the seventeenth century.

The class in psychology met on Thursday, October 14, at 4 P. M.

The class in penmanship, taught by Mr. H. W. Bearce, of the Evening High School No. 2, met on Saturday, October 16, at 10 A. M.

The class in physical training, arrangements for which are in charge of Mr. S. T. Stewart, of Public School No. 18, will be announced in a special circular.

NEW YORK CITY.

Mr. Thomas F. Harrison, one of the assistant superintendents of public schools of this city has been connected with these schools since he was a boy of four years of age, when he attended School No. 1, in Tyron Row, near the City Hall, that being the first one organized by the Public School Society. He was appointed a teacher in 1839, and in 1854 received the appointment of Principal of the male department of the Greenwich avenue school known as No. 41. In September, 1866, he was chosen by the Board of Education of this city as assistant superintendent, and since that time has examined the classes of the grammar schools, a position the duties of which he was well qualified to fill by his thorough familiarity with the higher branches of learning, as taught in the most advanced schools of learning. He taught physics, astronomy, and English grammar to the teachers of our schools in the Saturday Normal School, held in the upper story of the Hall of Education previous to the organization of the Normal College, and subsequently to classes meeting in the college building on Saturdays, belonging to the school of which Dr. Hunter, President of the Normal College, was the Principal. He is the author of several valuable educational books, prominent among which is one of the most excellent geographies in use in any of the schools of the country. His acquaintance with the natural sciences is extensive, and his lectures on these subjects are not only very entertaining, but exceedingly instructive, and have been of great assistance to those teaching in the schools. He is a Christian gentleman, and in the discharge of his official duties has sought to elevate teachers and pupils by impressing on each the necessity of not only cultivating the intellect, but also the affections of the heart as essential to the welfare of the individual, and the best interests of society.

COLUMBIA COLLEGE.

The establishment of two fellowships in the geological division of Columbia College, directed by Dr. Newberry, is among the new features of the year. As another recent arrangement, has been added a superintendent's office, of which the incumbent is Mr. Holbrook Fitz-John Porter, a son of General Fitz-John Porter. The duties of the position consist in supervision of the electric lighting, ventilating, steam heating, and telephonic apparatus, and in directing the work of carpenters, plumbers, and janitors. The old building provides an office, with also a reception-room in connection, needed for the accommodation of visitors to the college. The matriculation of students was completed on October 4, the number being about 500. Five female students are added to the twelve, continuing a course previously commenced in studies prescribed by the college. Nearly all of these new candidates select the special courses provided by one of the resolutions passed last June, instead of taking the examination required for entrance in a collegiate course. The library of the college is increased by an addition of 8,000 volumes belonging to the Academy of Sciences, forming a collection of about 75,000 volumes altogether.

EVENING SCHOOLS.

The classes of free schools opening on Monday night, October 4, have become settled in a fair working order and with numerous attendance. At present these schools form an extensive system of only secondary importance to those of the daytime. Their distribution is from Vandewater street, near Pearl, to the Twenty-third Ward, above 157th street. The evening schools for juniors number nineteen, of which ten are for male pupils, with the remaining nine providing for the other sex. Of nine senior schools, five are for male, and four for female pupils. The Evening High School, held at Grammar School 35, in West Thir-

teenth street, already shows a registry of upward of 1,900, including adult students and boys. The entire number admitted during last year's session was 1,978, the average attendance being 1,065. The instructors for the present term are no less than twenty-five, aside from the principal, Mr. Jacob T. Boyle, and Mr. Wilbur F. Hudson, the general assistant. Four of these instructors are engaged in teaching arithmetic, exclusively, during the hours of every evening in the week, to the different classes, while also the time of another is divided between teaching this subject and that of chemistry. Even a greater amount of instruction is given in the department of book-keeping, to which the entire time of five of the tutors is devoted. The remaining studies taken include Latin, French, German, Spanish, reading, declamation, grammar, composition, political science, algebra, geometry, trigonometry, penmanship, phonography, anatomy, physiology, chemistry, architectural and mechanical drawing, and free-hand drawing. The positions of instructors in this school are eagerly sought, as shown by a spirited contest for the place resigned by a professor of the German language.

STERN'S SCHOOL OF LANGUAGES.

In this school "The Natural Method" of teaching languages is practically illustrated and accompanied with the highest success. The student enters the class without understanding a word of the language he is to study. He is addressed in that language from the first, the professor never condescending to use a word of English, and the student is made to understand as well as if addressed in English. He is questioned in the foreign language, he answers in that language. He is forced to use it the same as if he were in the land of which that was the native tongue. He becomes familiar with the technicalities of the grammar, he learns to read the language and write it, but every subject is conversationally developed. He is taught to use the language, the same as a child is, before a grammar is placed into his hands.

In German the plan is as follows: Some simple subject is taken for discussion each day, the teacher directing the conversation in such a way as to give a greater command of the language and to illustrate one, two, or three points in the grammar. The class then reads a few pages from "Studien und Plaudereien," special care being taken that the pronunciation is pure. After a few lessons, pages are assigned for home reading, also subjects to be written up at home. Anecdotes, fairy tales, sketches from history are told the students or read by them, and are then related by them in class. In the advanced classes the subject is developed in choice language, parts are selected for reading either in the class or at home. The student will then reproduce in his own language what he has heard or read. Questioning, discussion, and grammatical explanation follow. In taking up old German literature and German history neither professor nor pupil uses a text book. The student takes notes of all the professor tells him, and then reproduces it all either orally or in writing. He becomes familiar with the old German stories of Parival, Tristan, Isolde, Niebelungen, and Gudrun; he appreciates the beauties of the modern writers, and withal has attained a fluency of speech and a facility in understanding the language that a cultured German might be proud of.

The same plan is pursued with reference to all the modern languages taught here.

REPORT OF THE ACTING SCHOOL VISITOR OF THE TOWN OF BRISTOL, CONN.

There is an effort being made to have scholars in ungraded schools pursue a regular course. The old hit-or-miss way in which scholars pursued their studies, advancing a little way one term, and then going back again and beginning over the next, the succession of different teachers term after term, are evils that are being abolished. Teachers are warned against wasting time, vigor, and ambition in computing percentages, making out elaborate report cards, and correcting work, also against making examinations a test of extra study instead of the ordinary daily work. The Acting Visitor has been striving, especially during the past two years, to obtain better results in teaching language, United States history, and mental arithmetic. It has been noticed that the graded schools excel in language work and the ungraded in mental arithmetic. Oral instruction of the younger scholars in United States history is carried on very successfully in a few schools. The teaching of reading is in many cases very faulty. Reading in the grades below the sixth is far superior to that in grades above the sixth. This subject will receive the special attention of principals, teachers, and the Acting Visitor in the coming year. A teachers' library has been established, containing twenty volumes of standard works on education, to which teachers of any district in the town may have access. An advanced course has been introduced into three of the districts, and is now in full operation.

LETTERS

ROSA DARTLE AGAIN.—I have often wondered at the inconsistency of school directors who say with impressive earnestness to the primary teacher, "Your work is fundamental; all that comes after will depend upon it;" and yet place her in charge there where the work is of the first importance, instead of bringing down some of her more experienced sisters from the less "fundamental" grammar classes. The questions of Rosa Dartle led me to think the old thoughts over again. Is it possible somebody is making the discovery that where the prime work is to be done the prime workers are needed? How long it takes us to put a sound theory into practice! It is certainly true that the early work is fundamental; and yet the most inexperienced and inefficient teachers are continually placed in the primary department. What wonder that the grammar teachers have to work hard. "The stupidity of the children," is the universal complaint, rather than the difficulty of the studies. What wonder that the children are stupid, when their minds receive such careless treatment in the budding time? If novice teachers must "learn by doing," they should be placed where they can do the least possible harm. They should never be allowed to tamper with the mind of a young child. If bad teaching is mischievous in the grammar department, it is ruinous in the primary. Atonement for it in the upper grades is impossible. No educational machinery can set the dormant faculties into full and healthy action after the time for their normal development is past. Hold a baby's arm inactive for five years, and you may spend fifty in a vain attempt to teach him a skillful use of it. The mental powers are at least as sensitive to neglect or oppression as the physical. Mistakes in this most delicate field of labor, moreover, effect a greater number of pupils than those committed in higher grades. The greatest good to the greatest number, the greatest good to all, the only good to the poor, consists in securing the best available teaching skill for the primary children. Instead of making it an object for teachers to take the grammar classes, it should be made an object with them to study and train the little ones. Brooklyn has made a step in the right direction by awarding the highest salary in the primary department to the teachers of introductory classes. They should go farther. Col. Parker believes that "the teacher of the little beginners should have the highest salary paid to any teacher of a single class." The children well started under a faithful and competent instructor, much is done; but the reform should not stop here. The little pupils are still in a very sensitive state when they leave this picked teacher. Her work must be supplemented by that of other good teachers throughout all the tender years of the child's school life in order to avail as much as it ought to.

There is another benefit to result from the reform suggested. It will wake up routine teachers to a suspicion that education is to be viewed from the standpoint of mind, not from that of knowledge. Most of our directors in the educational field are making the mistake that a head gardener would make if he were to say to his laborers, "Make the tree take into its system such and such chemicals," instead of humbly asking of the tree, "What chemicals do you need to make you grow beautiful and perfect?" If the present management of the Brooklyn schools continues, Brooklyn teachers will soon be earnest students of child-nature and the laws of mind-growth. Already many of them are inquiring into the mental constitution of the six-year-old, in order to fit themselves for the baby work. When the baby work is still further dignified and the other primary classes elevated to their true rank of importance, we shall soon find in Brooklyn the most earnest corps of teachers known to any of our cities; and in a few years the first rich fruitage will be ripe.

TARDINESS.—How can I prevent tardiness? A. E. H.

Let the children feel that the first ten minutes after the bell rings in the morning belongs to them; they are to make the time interesting and profitable. Let each one understand that something of interest to all will happen at that time, and if they are not there they will miss it.

Read a little from the Bible every morning, do not neglect this duty. Nearly every morning have a little devotional singing. The children do not tire of this, and it has a good effect. If by accident, or in any other way, you learn that one of the children has been learning a new song, or some nice little recitation, invite him to give the rest of the school the benefit of listening to it. It is remarkable how much pride and pleasure they will take in being the one called upon to entertain the rest. Perhaps you will occasionally hear some such remark as this: "Teacher knows I have my piece all learned now; you be sure and be there at nine o'clock, she may ask me to speak it." Besides individual work let them have a little general exercise every morning: a song or a recitation in concert. Prepare little slips of paper, and write one or more words on each, distribute these to the children with the directions to write a sentence containing the word or words. After all are written, require each one to read his sentence. Another morning see how many sentences they can write, each to contain the same number of words, say "five or ten." Never let them tire of one thing before you have another ready for them.

Great care must be taken in conducting these exercises to have variety. That is what holds the children's attention, and keeps them interested.

N. J. M.

LANGUAGE IN PUBLIC SCHOOLS.—Much can and should be done in the schools, to make the rising generation feel that they are Americans, not Europeans. That it is to this country they owe their education and their livelihood; and consequently their first allegiance. It is a great mistake to teach foreign languages in our public schools. As ornamental accomplishments they are very well, and those who desire to learn them and can afford it, have plenty of private schools where they may have the opportunity of doing so; but, in our common primary and grammar schools, the English language, being the language of the country, should be the only one taught. This keeping up of foreign

languages does more than anything else to prevent the amalgamation of the different nationalities into one. It helps to keep alive the spirit of race prejudice which threatens ere long, if some remedy be not found, to plunge us into great political and social difficulties.

A TEACHER.

The little knowledge gained of any language in our public schools will hardly affect the nationality of our people. They could hardly be banished from the schools on that plea; but because it is a mere smattering only that our scholars are able to obtain of these languages during the short time the majority are in school it would be well to drop them. The time devoted to them could be far more profitably employed, since proficiency in reading or speaking the foreign language is rarely if ever attained. We have nothing to say against those mastering the languages who have time, we appreciate all the advantages of such an achievement. We understand also that there is a demand for those who can transact business with foreigners in their own language. But this demand is not met owing to the limited time by introducing the languages into our public schools.

IMPORTANCE OF PRIMARY TRAINING.—The teacher of a graduating class in one of our large cities recently confided her difficulties to me and I resolved, as you invite correspondence, to lay them before you and your readers.

"You see," said my friend, "the grammar grades are all so full that none of them can be completely taught in a term, and the teachers push their children so hard, in order to cover as much of the ground as possible, that even the work really attempted is not thoroughly done. At promotion the pupils are hurried on, fit or unfit, to fill the vacant seats in the classes above; and their incompetency to take up each new set of studies increases as they advance. The other teachers are held responsible, each for her own class, but I am responsible for the entire course. All the evil consequences of forcing and half-doing thus fall upon me; and yet, if I fail to graduate a given number of pupils I suffer the mortification of seeing my salary cut."

I coupled my friend's complaint with Rosa Dartle's questions in a recent number of the SCHOOL JOURNAL and found a very close connection. I told the unhappy teacher of an ill-prepared graduating class that the source of her troubles lay deeper down than she appeared to realize; that the grammar grades were not too full for pupils prepared for an intelligent consideration of their studies; that the secret of bad success with grammar pupils lay in poor training of primary pupils; that to get her classes into proper trim for their work she would have to take them way back to early childhood, teach them to observe, to compare, to analyze, to construct and reconstruct, to link correlative facts, to form mental pictures. She became very thoughtful and presently asked, "But the salary?" Do you think, Mr. Editor, that the public will soon see the policy of placing tried and true teachers over the youngest pupils and paying them to stay there? Sister C. J. S.

ATLANTIC CABLES.—How many Atlantic cables are there? How many come to New York? J. W. M.

Barnes' new "Complete Geography" gives eight Atlantic cables. Three of these run from Valentia Bay to New Foundland; one from Valentia Bay to New York; one from Brest to New York; one from Lisbon to Rio Janeiro; one from Rio Janeiro to the West Indies; another from Lands End to Lisbon, through the Mediterranean and Red seas to Bombay; and the Mackay-Bennett, from New York to London.

BATTLE OF CULLODEN.—I have seen two dates ascribed to the battle of Culloden and the last Jacobite rebellion. Will you please tell me which is correct? SUBSCRIBER.

The battle of Culloden and the last Jacobite rebellion both occurred in the year 1746.

THE GRAND MOGUL.—Who is the Grand Mogul, and of what sovereignty is he sovereign? N. B. W.

This question was asked in connection with a statement made on the exercise of "Gems," Oct. 9. In reply, we would say the statement that the largest diamond is in the possession of the Grand Mogul is incorrect. Such a diamond is reported to have been owned by the Grand Mogul of Delhi. To say that it is owned by him, implies that such a person is in existence to-day, while the facts are contrary. There has been no Grand Mogul since the beginning of the 19th century, when he was deprived of his throne, and became a mere pensioner of the British.

NEW EDUCATION.—I have had ten years' experience, and not until the New Education began its work did I have one free breath. I felt cramped in my work. I was called on this summer while resting in another state, to do some institute work. I was shocked to find gray-haired men contend with me that the oral spelling was the only way; that technical grammar and oral arithmetic must be taught from books. But before leaving I am happy to say I made many converts from this way of thinking.

M. B. T.

The above is quite a different testimony from that furnished by W. E. The day is breaking, but the sun has not risen yet. It is not necessary to go a thousand miles away from home, as our correspondent did, to find the same antagonistic opinions to New Education. We are waging a war; foes are all around us, breathing out dreadful slaughter. If all the time and energy devoted to defending the old were used in investigating the new, what a revolution there would be in education! Notwithstanding all difficulties and discouragements, truth will finally prevail.

A REMARKABLE TEACHER.

The late Dr. Joel Dorman Steele was a remarkable teacher, because he knew how to use his long and successful experience as a teacher for the benefit of his fellow-teachers. He had the talent of telling what he knew better than almost any other man our country has produced. Among many books he wrote, one especially stands pre-eminent. It is "Barnes' Brief History of the United States." First published in 1870, its clear, logical, and systematic arrangement, its concise presentation of the salient facts in the history of the country, its charming style, so different from the dull, prosaic chronicles then in use throughout the United States, attracted the attention of educators everywhere, and it at once became a general favorite in the school-room. The history of this book is quite remarkable, and its sale increased so remarkably that during the present year, the publishers, in recognition of its vastly increasing popularity, resolved to present the favorite in a new dress. It was accordingly reset in new type, with a wealth of pictorial illustrations, and in its new and beautiful form it was hailed from one end of the country to the other as the most artistic text-book that had ever appeared in America. The demand for the book in its new dress was simply incredible, it seemed literally to sweep the market. Applications poured in upon the publishers and their agents from teachers and school officers in all parts of the country, soliciting its exchange for the old and antiquated books in the hands of their scholars.

To stem this tide a cry was raised that "Barnes' Brief History of the United States" was "a rebel book," that it was almost wholly based on Confederate authorities, and anonymous circulars were mailed all over the country denouncing it for its alleged disloyalty and for inculcating the doctrine that rebellion is honorable. This was carrying business rivalry to a scandalous extreme, but even this was not enough. By an ingenious system of garbling and misrepresentation, an attempt was then made to array against it the Grand Army of the Republic, and one or two posts of that honored organization falling into the trap passed resolutions denouncing it. Honest in their intentions, but misled as they were by interested parties, the members of these post doubtless knew not that by their action they were slandering the memory of an author who was himself one of the most gallant and patriotic soldiers that ever drew a sword in defence of his country.

The author, recognizing that passion and prejudice had no place in the school-room, resolved that they should find no place in his work. Calm and dispassionate himself by nature, he rightly conceived that his countrymen everywhere prized truth and justice above all else, and so believing he wrote his history in the judicial spirit of the true historian. He might have written a passionate political pamphlet which would have been ephemeral, but instead he wrote a history which has lived. That his perception of the requirements of the educational community was correct, finds its best evidence in the ever widening reputation which this book enjoys.

We deem that this tribute is due a man for whose character we have the highest reverence and whose friendship it was our privilege for many years to enjoy.

BOOK DEPARTMENT.

NEW BOOKS.

LARSEN'S GEOGRAPHY. Part First. The Orient. Ringo, N. J. The Tonic Publishing House, C. W. Larison.

This is a geography without maps or pictures of any kind—with word descriptions, simply; and these are printed in a "foetic alphabet," the author's principal aim, as stated in his preface, being "to reach a proper pronunciation of all geographic terms easily, readily, and unmistakably." By the way, I believe the weight of authority is in favor of "pronunshashun;" and, if not, why not spell it "seashun," and be a consistent disciple of the late lamented Josh Billings? My remarks are not intended for the "airy perillage" which they may seem. One fault of these fonic is that they are not always fonic; another is that they do not appear euphonic to the associated eye and ear which has become confirmed in our wretched, left-handed, wrong-side-beforemost English orthography, so-called. But children must be caught very young; in fact, they must begin on these fonic in order to understand them; and I couldn't wish a generation of children any better luck than to be "brought up" on just this spelling; but even though it is better, vastly better—even with its defects—than our beloved Webster or Worcester, its superiority must be that of an almost foreign language to the children of the present. It is too far advanced, too radical for any but those who have already been educated to it. If this reform is to come—and come it will—it must be a timid step at a time; and even these, by the elders. The book is a good one in itself, well in the right direction; but the stride is too long to be popular with our school children.

BIBLIOGRAPHY OF EDUCATION. By G. Stanley Hall and John M. Mansfield. Boston: D. C. Heath & Co. \$1.00.

A most valuable handbook for teachers and all those interested in the subject of education. It consists of three hundred pages filled with a list of all the works of both German and English authors, belonging to pedagogical literature. The titles are classified and arranged according to topic, and then indexed by authors' names. Added to each full title are a few words descriptive of the work. The bibliography was primarily designed as a set of topical reference lists to be used in connection with Professor Stanley Hall's lectures on education at the Johns Hopkins University.

HOW TO STRENGTHEN THE MEMORY. By M. L. Holbrook, M. D. New York: M. L. Holbrook & Co. \$1.00.

An admirable work on mnemonics, claiming no short road to the possession of a good memory. In order to fasten anything in the memory there must be a vivid first impression, an arresting of the attention. This is accomplished by association, comparison, and repetition. Those who do not possess the quality of a good memory can obtain it by hard work and constant effort. Topics, like Memory of Names and Localities, Musical Memory, The Culture of Memory in Schools, Lawyers' and Clergymen's Memory, are specially treated in separate chapters.

OUR ENTERPRISE, Waynesboro, Pa.

This little bi-monthly paper is published by the teachers and scholars of the Waynesboro High School. It is an excellent one of its class, and exhibits, as its name indicates, a large amount of enterprise in educational matters among the teachers and pupils of that school.

TRANSFORMED; OR, THREE WEEKS IN A LIFETIME. By Florence Montgomery. Philadelphia: J. B. Lippincott Co. \$1.25.

The quotation on the title-page of this book—"And a little child shall lead them"—very succinctly expresses the plot of the story. It describes three periods in the life of the subject, John Ramsay: the first, the "Enceladus" period; the second, the "Midas" period; and lastly, the "Nemesis" period. The first chapter deals with John Ramsay at the opening of the story, and the last at the end—the two by contrast showing the remarkable change which had been wrought in the man's life. He was an eminent lawyer, who had lived to the age of fifty-nine with no thought beyond making and keeping money. He becomes sick and is ordered by his physician to go to his old family mansion in the country, there to remain quiet for several weeks. On his arrival there he is told by the house-keeper that his brother, the village clergyman, who had applied to him twice for assistance, without receiving any, is lying at death's door with scarlet fever, and that his son has been sent to her to be cared for. The boy and John Ramsay spend three weeks in pleasant companionship, with the result of the man becoming "transformed" to a generous, wise landlord and brother. The plot is carefully worked out and the story charmingly told. The publishers have done their share well in presenting a clear, open page, and neat, attractive cloth binding.

THE FIRST STEPS IN NUMBER. By G. A. Wentworth, A.M., and E. M. Reed. Boston: Ginn & Co. Price, to teachers, \$1.00.

This work has evidently grown up in the class-room. It is the daily work of a live teacher, and is sufficiently copious in practice to afford the entire material necessary for arithmetical work, term after term, from the earliest beginnings to the end of percentage. A pupil whose teacher has faithfully followed this book will not only be thoroughly and intelligently grounded in number, but will have his knowledge of other subjects extended and more firmly fixed. The variety of material used in the questioning is so great as to review a very large proportion of the facts taught in connection with drawing, natural history, etc. But this is a small advantage compared with the admirable system of the book, the careful introduction of step by step in such order that each new mode of thought finds the mind prepared for its reception, and the pupil meets with nothing difficult. The language is simple enough for any class of pupils, and the illustrations are suited to the youngest beginners. There is just theory enough to explain the system. The rest is all practice, practice, practice. To the machine teacher this book is a soul; to the novice, a gentle and infallible guide; to the expert, a valuable assistant.

MACMILLAN'S PROGRESSIVE GERMAN COURSE. Second Year. By G. Eugene Fasnacht. London and New York: Macmillan & Co. 90 cents.

We have in this book an excellent course in the grammar of the German language, in which are introduced conversational lessons on systematic accidence and elementary syntax, with philological illustrations and a comprehensive etymological vocabulary. It is not a new work, by any means, but a new edition of an old work, enlarged and entirely recast and revised. There have been some few changes to accord with the more advanced methods of teaching. These have been made under the direction and supervision of G. Eugene Fasnacht, a competent and progressive teacher in Westminster school. The vocabulary is a marked feature of the book, and very valuable, comprising both German-English and English-German analytical dictionary of the words used in the lessons.

DORA. By Alfred Tennyson. Illustrated. Boston and New York: Lee & Shepard. \$1.50.

This has been justly called the gem of Tennyson's poems, and in the exquisitely artistic shape here presented, it will seem more beautiful than ever to thousands who have already learned to enjoy and admire it.

It is indeed a holiday volume, and being among the earliest on the market, is sure to meet an extended sale. Besides the tastefully decorated cover, the interior is embellished with twenty illustrations by W. L. Taylor, engraved on wood by Andrew, from special sketches made in England expressly for this work, comprising charming bits of English landscape and rural life.

The typography and general appearance are of that excellent character which we have learned to expect from these publishers, and altogether it is an admirable book.

LITERARY NOTES.

"The Rice Fields of Carolina" is the title of an illustrated article which appears in the *Southern Bivouac* for November.

The Harpers have added Mr. William Westall's "Phantom City" to their Handy Series.

A Thanksgiving poem, by the late Helen Hunt Jackson (H. H.), is a feature of the November *Wide Awake*.

The Putnams have brought out "The Pearl Series" of tiny volumes devoted to reflection, wit and humor, fancy, faith, hope, charity, love, and the poet's garden.

Cassell & Co. have issued two notable books for children. One is "The Stories Grandma Told," by Mary D. Bine; the other is "Behind Time," by George Parsons Lathrop.

D. C. Heath & Co. have now ready "Hauff's Märchen; Das Kotte Herz." Edited, with Notes, Glossary, and Grammatical Appendix; "Elementary Course in Practical Zoology," by B. F. Colton, A.M.; "How to Teach Reading, and What to Read in the Schools," by G. Stanley Hall; and "An Introduction to the Study of Robert Browning's Poetry," by Hiram Cowson, M.A., LL.D.

"How to Win" is a book for girls by Frances E. Willard, president of the National Woman's Temperance Union. It has an introduction by Miss Cleveland.

The first edition of Inspector Byrnes' "Professional Criminals of America," Cassell & Co., has been exhausted by advance orders, and a second of 5,000 copies is now on the press.

Frank R. Stockton's latest story, "The Casting Away of Mrs. Locke and Mrs. Aleshrine," has been issued in paper covers and in cloth binding by The Century Co.

The November issue of the *Book Buyer*, Messrs. Scribner's monthly, contains some practical suggestions for the making of book plates, the sketches having been drawn by Mr. George R. Halm.

Rev. Wm. Burnet Wright has just published through Houghton, Mifflin, & Co., a book of decided value on "Ancient Cities," mostly cities of the Bible.

T. Y. Crowell & Co. will publish, about Nov. 1, "Eminent Authors of the Nineteenth Century," by Dr. George Brandes, translated by the Hon. R. B. Anderson, United States minister to Denmark. The book will be illustrated by portraits of Hans Christian Andersen, Paul Heyse, Emma Tegner, Henrik Ibsen, Paludan-Müller, Bjørnstjerne Bjørnson, John Stuart Mill, Ernest Renan, and Gustave Flaubert. Dr. Brandes has revised the proof sheets of the volume, and the work, which is published with his sanction, contains much of value respecting the leading authors of Europe and their works.

The faculty of Harvard College have struck the right note in deciding that "United States history should be required for admission to Harvard University." The real design and aim of all schools should be to teach children not only how to read, but also to give them a genuine taste for good literature, and a desire for the pleasure as well as the knowledge that comes from reading. Pupils should desire to become familiar with the most prominent actors in American history. The American Statesmen Series, published by Houghton, Mifflin, & Co., Boston, six books in all, give a good idea of the history of our country and its government. They can all be read during one term of twelve weeks by reading one hour a day, or in twenty-four weeks, reading three hours a week. Every high school in the land should arrange for such a course of reading. All history centers around prominent actors. When the lives of these individuals are read, all that there is of value in the history of the country is also read. More and more as methods of teaching are studied, do we come to understand that biography should form a very important part of every school-room course of historical study. It is for this reason we so highly commend the series just mentioned.

MAGAZINES.

The contents of the *Magazine of American History*, for November, include a portrait and sketch of Gov. Thomas Fowell, articles on History of the First American Bank, the Book of the East, Virginia's Conquest, The Split at Charleston in 1860, and From Cedar Mountain to Chantilly; Lesides Notes, Queries, and Replies.—Besides the "Life of Lincoln" and the "Hundredth Man," the first installments of which appear in the November *Century*; other attractions of this number are, an illustrated article on "The Need of Trade Schools," by Auchmuty; a new story by Mary Halleck Foote, and a paper by "Bill Nye" on "Doctrinary Proof of Self-Defence." The *Forum*, for November is very strong. Here are some of its articles: "Our Political Methods," by David Dudley Field; "Recent Naval Progress," "Prohibition So-Called," "How I was Educated," by Pres. Timothy Dwight; "The State and the Criminal," and "Industrial Necessities."—The most notable articles in the *Popular Science Monthly* for November are, the one by Dr. John O. Newberry, of Columbia College, on the great ice-sheet which once covered half our continent; the account of the origin and results of Sunday Legislation, by Rev. Dr. A. H. Lewis; Prof. Chas. A. Young's paper on "Recent Advances in Solar Astronomy," and the article by Dr. B. W. Richardson, on "The Hygienic Treatment of Consumption."—The *Harpers* for November concludes its seventy-third volume. Among other important features, it contains, "The Literary Movement in New York," "How I Formed My Salon," and the concluding installment of "Their Pilgrimage," by Charles Dudley Warner. The number is handsomely illustrated.—With November, the *Magazine of Art* closes the volume for 1886. This number opens with a paper on the "American Salon," and there is also an excellent sketch of "Art in Canada." St. James's Palace is described by W. J. Loftie, and "Apple-Tree Corner," a favorite resort for artists, is pictured by Katherine De Mattos and H. R. Bloomer.—The November number of *Education* starts off with an article of rare value by Prof. F. N. Thorpe, Ph.D., of the University of Pennsylvania, entitled, "In Justice to the Nation. A Plea for the Study of American Institutions in American Schools." Prof. John K. Lord, of Dartmouth College, presents a valuable article on the "Present System of German Schools." Rev. H. Hewett has an article on the "Romans in England." Prof. H. B. Adams, Ph.D., of Johns Hopkins University, treats of "History in Amherst College." Miss May Mackintosh, of New York, presents her views on "Manual Training" in such a calm but forceful way as to insure careful reading. Miss Elizabeth Porter Gould has a beautiful poem entitled "Childish Fancies." The "Query Club," by Miss Frances E. Sparhawk, discusses "Woman Suffrage." The *Body Reviews* consider Prof. Collar's new Latin book, and Arthur Gilman's "History of the Saracens." The editorial pages are full, and treat of topics of varied interest. Current Literature, and Educational Current Literature pay proper respect to the issues both in books and magazines for the month. "Among the Books" treats with candor and independence the new books received.—The *Chautauquan* for November is a more than ordinarily interesting number. Its most important articles for teachers are, "Norway," "Studies of Mountains," "How Five Notable Women were Educated," "Earthquakes and Volcanoes," "A Glimpse of Mexico," and "The Masters of Russian Literature."—Teachers will find in *TREASURE-TROVE* for November some new features of special value to them. Prominent among these is the first of the series of papers upon the battles of our great Civil War, by "Colonel Shrapnel," a thrilling account of the French Revolution, the first installment of "Two Yankee Boys Abroad," by Prof. W. J. Ballard; an illustrated article upon the manufacture of needles; Miss Columbia's Diary; Ideas of our Times; and Around the World in Thirty Days. It is full of interesting material for use in the school-room and for home reading.

BOOKS RECEIVED.

Selections for Written Reproduction. By Edward R. Shaw. New York: D. Appleton & Co.

Six Weeks' Preparation for Reading Caesar. By James Morris Whitton, Ph. D. Boston: Ginn & Co.

July. Edited by Oscar Fay Adams. Boston: D. Lothrop & Co. 75 cents.

The Golden Treasury of the Best Songs and Lyric Poems in the English Language. Selected and arranged with notes by Francis Turner Palgrave. London and New York: Macmillan & Co. 50 cents.

Mr. Desmond, U. S. A. By John Coulter. Chicago: A. C. McClurg & Co. Cloth, \$1.00; paper, 50 cents.

Houghton, Mifflin & Co.'s NEW BOOKS.

Ancient Cities.

From the Dawn to the Daylight. By Rev. WILLIAM BRUNET WRIGHT. 16mo, \$1.25.
CONTENTS: Ur, the City of Sins; Nineveh, the City of Soldiers; Babylon, the City of Sensualists; Memphis, the City of the Dead; Alexandria, the City of Crocodiles; Petra, the City of Shams; Damascus, the City of Substance; Tyre, the City of Merchants; Athens, the City of Culture; Rome, the City of Law-Givers; Samaria, the City of Politicians; Susa, the City of the Satraps; Jerusalem, the City of the Pharisees; New Jerusalem, the City of God.
An excellent book for private and school, especially Sunday-school, libraries.

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By Mrs. A. D. T. WHITNEY, author of "Bonny-borough," "The Gayworthys," etc. Square 16mo, beautifully printed and bound, 75 cents.
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It is dreadful!
What is dreadful?
The old-fashioned geography mill which
the people of those days had the audacity
to call "a school." In fact, the place
where the poor little scholars were ground
out between the upper and nether mill-
stones of the so-called "studies."

But that time has passed away, the
worst of it and what is left has fallen into
the lowest disrepute.

We are reminded of these old-fogysias
simply by the strong contrast presented by
the series of "World at Home" readers,
published by Thomas Nelson & Sons, of 42
Bleecker street, New York. These de-
lightful books, beginning in the first num-
ber with simple lessons on the plan of the
school and the playgrounds, progress in
the true direction from the known to the
unknown, reaching out gradually to the
physical and political geography of the
whole world.

The truest and most progressive teach-
ers are the ones most highly to appreciate
them.

The corset seems to be an institution
destined to hold its own despite the
tirades of the strong-minded among both
sexes. And it becomes us as wise think-
ers to choose between the two horns of this
dilemma; and since we must have corsets,
by all means to recommend the best one.
No one can doubt the great relative ad-
vantages of Madame Foy's skirt-support-
ing corsets. Its great popularity and the
universal satisfaction it has given among
buyers, would alone be sufficient indica-
tion of its merit. The question of health
and comfort is not forgotten in its con-
struction, and this is perhaps one of its
strongest claims upon the attention of the
corset-wearing community. As we do
not wear them ourselves we are obliged to
depend on the unanimous testimony of
those who do, and this is certainly an
ample guarantee.

Led Astray! It is a pathetic subject!
It is especially pathetic when spelt in this
way:—"LEAD Astray." This lead, so-
called, refers to the graphite used in the
manufacture of lead pencils, and when
LEAD of this kind gets astray it creates
fearful havoc amidst the patience and
temper of all those who have occasion to
use lead pencils. There are some kinds of
lead that have a way of straying off from
the point whenever they are used, and
what can be more aggravating?

But it is your own fault if you are
bothered in this way by snapping leads,
or fading leads that will not make a mark
unless you suck the end of the pencil.

You might easily be saved all these trials
and tribulations if you would use "Dix-
on's American Graphite S. M. Pencil,"
which you can buy of almost any stationer,
or if he does not keep them, send 16 cents
to the Joseph Dixon Crucible Co., Jersey
City, N. J., for samples worth double the
money.

Deeds of darkness in a general way cer-
tainly ought not to be recommended in the
pages of a moral paper like THE JOURNAL,
but there is one black bit of work that we
cannot refrain from speaking highly of.
Its blackness is of the kind that grows
more and more brilliant as we thought-
fully contemplate it. We are not alone
in this opinion, as some of the best judges
at the World's Exposition in New Orleans
awarded a gold medal to this same in-
teresting display of darkness; and what
could it be? It was simply an exhibit of
that beautiful and lustrous blacking for
ladies' shoes, which is manufactured by
Messrs. Geo. H. Woods & Co., of Boston.
It contains no acid or ingredients inju-
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beautiful jet black polish will not crack
the shoe, but preserves and softens the
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trials, are not half so beautiful as the
lately invented Mikado hair rolls. Make
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"I've seen a wooden injun," said a little girl as she returned from Sunday School, "but what on earth is a wooden Jew?" "A wooden Jew!" repeated father and mother both in one breath. "I never heard of such a thing." "Well you would if you had been to our Sunday-school this morning." "Who talked about a wooden Jew at your Sunday-school?" asked the mother. "The superintendent. He said: 'I would rather be good than bad, wooden Jew?' Then her mother gave her a serious talking to. She forgave her, however, and reader, wouldn't you?"

The modern rage for abbreviations, especially in the names of societies (says the Freeman) was strikingly exemplified the other day at a certain woman's prayer meeting. One of the sisters, who is very much interested in the Woman's Christian Temperance Union, the Woman's Foreign Missionary Society, the Woman's Home Educational and Industrial Union, prayed fervently with a charming certainty that would be understood: "O, Lord, bless the W. C. T. U., the W. F. M. S., the W. H. M. S. and the W. E. I. U.!"

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"If you can't keep awake," said a parson to one of his hearers, "when you are drowsy, why don't you take snuff?" "I think," was the shrewd reply, "the snuff should be put into the sermon."

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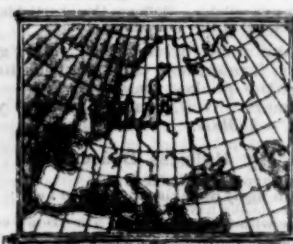
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